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ABSTRACT

Two conferences were held to assist principals, superintendents, deans, and Teacher Corps directors in institutionalizing the temporary systems of Teacher Corps projects into the permanent systems of the school, community, or university. The overall goals for the conferences were: (1) to develop and test a variety of professional development models for educational decision makers; (2) to help educational decision makers explore anthropology and organizational theory as analytical and evaluative frameworks for viewing institutional/community relationships; (3) to specify generic experiences and skills which would assist change and legitimation strategies; and (4) to evaluate and disseminate. Participants were highly satisfied with speakers and activities in both conferences. Papers were presented on the following topics: anthropology and education; intercultural understanding; organizational concepts; simulation activities in decision making; and institutionalizing a resource center in an elementary school. (FG)

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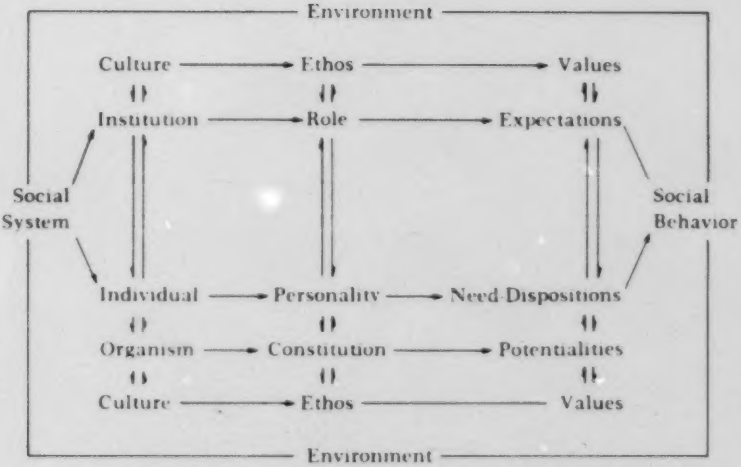
Educational Decision Makers in Temporary Systems



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EDUCATIONAL DECISION MAKERS IN TEMPORARY SYSTEMS

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Published by Roosevelt University
Teacher Corps Project
Under the Auspices of
MIDWEST TEACHER CORPS NETWORK

FOREWORD

The Midwest Teacher Corps Network projects and their directors have always viewed their activities as dynamic open systems, as complex organizations interacting with other institutions and individuals in the school, the university, the community and the national program. It is, therefore, appropriate that the open socio-cultural model developed by Jacob W. Getzels is featured on the cover of this report. It is further appropriate that the readings included in the volume incorporate the work of anthropologists, organizational theorists, sociologists, psychologists and evaluators as well as the work of educational researchers and practitioners working in projects in the Midwest Teacher Corps Network.

The perceptiveness and far-sighted Board of Directors of the Network commissioned the planning and operation of the two conferences and the monograph to create a professional development model for educational decision makers in Teacher Corps Projects. The model was to concentrate on the selective incorporation and legitimization of elements from the projects into the permanent systems of the school community. This concept is now referred to by the Teacher Corps family as "institutionalization."

When the Midwest Network approved the proposal presented by Roosevelt University in the Spring of 1977, the term "institutionalization" was not in general usage. But the importance of the need to assist decision makers in Teacher Corps projects with the incorporation of productive elements from the temporary system of the project to the ongoing culture of the school/community was recognized and addressed by the board. In this respect the Midwest Network has been at the forefront of professional development activities in the Teacher Corps program.

This monograph is proof of that claim. The Midwest Network will continue to meet the changing needs of the new five year projects in the same creative way it has in the past.

John Brown,

Executive Secretary
Midwest Teacher Corps Network

ACKNOWLEDGEMENTS

Planning and conducting the Educational Decision Makers Conferences in October, 1977 and May, 1978 was an effort which involved the collaborative efforts and talents of many persons, many of whom are members of Teacher Corps Projects making up the Midwest Teacher Corps Network. Thus, it is appropriate that the work of many people involved in the Conferences should be acknowledged.

Many hours of preparation on the part of the members of the planning Committee for the Conferences took place in several all-day sessions during the summer of 1977. The Chairperson of the Planning Committee, who also wrote the rationale for the Conference, was Henrietta Schwartz, Assistant Director of the Teacher Corps Project and Director of the Research and Development Center, Roosevelt University. Other members of the Committee included John F. Brown, Executive Secretary of the Midwest Teacher Corps Network, who, along with his staff, was supportive and helpful in the myriads of details connected with the Conferences, Charles O. Cox, Chairman of the Network Board of Directors, Jacqueline Lougheed, Director of the Oakland University Teacher Corps Project, and James Comer, Director of the Teacher Corps Project at Southern Illinois University at Edwardsville. The SIUE Project functioned as the site host project for the May, 1978 conference in St. Louis.

The Planning Committee was also aided in its deliberations by Jacqueline Vaughn, Executive Vice-President of the Chicago Teachers Union, David Daniel, of the staff of the Illinois Office of Education, and Gwendolyn Cosby, Chairman of a Citizens Educational Advisory Council in Chicago. Consultant members of the Committee were Juan Garcia, Director of Chicano Studies of the University of Michigan at Flint, William Moore, Educational Consultant, John Davis, Human Relations Consultant for a school district in Chicago, and Jack Mitchell, District Superintendent of School District 21 in Chicago.

George Olson of the Roosevelt University Project furnished valuable help with the design and interpretation of the pre-conference inventories, James Laffey assisted in writing the post-conference report, and Don Cichon, former member of the Roosevelt University Project, aided in the evaluation efforts of the Conference. Eliot Asser worked on the evaluation of the second conference in May, 1978.

Most valuable secretarial services were provided by Jura Jakstys and Susan Kenyon, who also served as Conference registrars at the October Conference.

Gratitude is also expressed to Dean Robert H. Koff of the College of Education of Roosevelt University, and to Dr. William Smith, Director of the Teacher Corps, who furnished valuable insights into the national operations of the program at the concluding luncheon for the October meeting.

It is most fitting that these words conclude with appropriate thanks to the Board of Directors of the Midwest Network for their support of the idea for the Conferences and for their participation in them.

Curtis C. Melnick
Director
Roosevelt University
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CONTENTS

CREDITS

Foreword, John Brown II
Acknowledgements, Curtis C. Melnick III
About the Editors, Contributors, and Conference Planners V
Board of Directors,
Midwest Teacher Corps Network . . . . . .Inside Back Cover

SECTION I. INTRODUCTION 1
Rationale for the Conference 2
Purposes and Intentions 2
Populations Attending The Conferences 5
Pre-Conference Inventories: Questions and Results 5
Conference I, October, 1977 6
Conference II, May, 1978 8

SECTION II. MAJOR EVENTS OF THE TWO CONFERENCES 11
Conference I 11
Conference II 16

SECTION III. PARTICIPANTS REACTIONS
TO THE TWO CONFERENCES 21
Conference I 21
Conference II 27

SECTION IV. SELECTED CONFERENCE MATERIALS 35
Introduction 35
Anthropology and Education, Henrietta Schwartz 37
Intercultural Understanding:
Genuine and Spurious, Francis L.K. Hsu 41
Definitions of Organizational Concepts, James Tanner,
Alexander Feldvebel, and Roger Pankratz 58
The Costs of Change, Dan C. Lortie 75
Simulation Activities in The Decision-Making Process, Juan Garcia . . 79
An Interesting Thing Happened on The Way to a Decision;
The Environment Got in The Way, Jacqueline Lougheed 84
Analyzing The Change Process: A Case Study of
Institutionalization, James Laffey 86
Edited Remarks of James Tanner, Curtis C. Melnick 99

SECTION V. DONE AND UNDONE, Henrietta Schwartz 100

APPENDICES
Appendix A. Conference I, Materials and Evaluation Instruments . . 104
Appendix B. Conference II, Materials and Evaluation Instruments . . 112
Appendix C. List of Materials Distributed at Both Conferences . . . 119
Appendix D. Examples of Project Task Worksheets 121

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SECTION I

INTRODUCTION

Group living implies imposition. The product of group living is systematic behavior, the systematic behavior some social scientists call society, others call culture and still others call conditioned responses. Irrespective of what it is called, man is a culture-producing entity. Put two or more together in face-to-face contact for any extended period of time and they begin to reshape their environment, invent, discover and use tools, transmit regular patterns of behavior and impose beliefs and norms on one another. Perhaps this cluster of beliefs and behaviors is what is meant by human nature.

A unique element of our society is to bring people together for relatively short periods of time for the purpose of redirecting their behavior. Depending upon the purposes and time involved in the effort, the phenomena may be called a project, a program, a meeting, a conference, a retreat, a workshop, etc. These recurring period events can be viewed as a subculture whereby a distinct group of individuals who share the common elements of the mainstream culture gather to celebrate their unique identity. For example, the professional meetings of the American Medical Association, the American Bar Association, the American Educational Research Association, the American Federation of Teachers are events devoted to sharing information and transmission of new knowledge and reaffirmation of group identity.

The conference or professional meeting is a temporary system with short-term goals and a high level of personal and group intensity during the course of the meeting. All participants recognize that they must reenter the permanent system of which they are a part "back home." But while they are participating in the conference, they can concentrate on the purposes and activities specific to the meeting. Some elements may be "taken home" and used in the permanent system.

This document describes the events and group-life-way attendant to two such temporary systems or professional conferences sponsored by a federal program. During the academic year 1977-78, two conferences were held for educational decision makers in temporary systems related to Teacher Corps programs in a six state Midwest area. The Teacher Corps Program is a federally funded program devoted to professional development of pre- and in-service teachers working in areas with high concentrations of low income children. The program seeks, through collaboration with community, local schools and universities, to improve instructional services to school/communities. A series of local projects are funded nationally and, once funded, are linked in a support system known as a network.

MIDWEST TEACHER CORPS NETWORK

One such agency, the Midwest Teacher Corps Network, involved 16 Teacher Corps projects in Illinois, Indiana, Michigan, Minnesota, Ohio and Wisconsin. The Midwest Teacher Corps Network in conjunction with Roosevelt University in Chicago sponsored one conference in Chicago in October, 1977 and another in St. Louis in May, 1978 for the purpose of working with educational decision makers (principals, superintendents, deans, Teacher Corps directors, etc.) related to Teacher Corps projects to look at the process of institutionalization—moving elements from the temporary system of the local Teacher Corps projects into the permanent system of the school, the community, and/or the university.

This report of the intentions, activities and outcomes of the two conferences, "Educational Decision Makers in Teacher Corps Temporary Systems," constitutes a transportable model for conducting similar activities and a historical account and evaluation of both conferences. Providing the needed background and contents for interpreting what took place, this first section describes the rationale and purposes for the conferences, the intended populations, and a summary of pre-conference activities. Section II describes conference events and section III details participants' responses to both conferences. The fourth section presents sample materials, products and strategies from the two conferences. Finally, a summary of the outcomes of the activities and what remains to be done is presented.

In summary, the conferences sought to assist educational decision makers in Teacher Corps Projects plan for the process of institutionalization—the transfer of an element of their temporary system to the permanent systems of the school, the community and/or the university. Between the first and second conferences, attempts to install the transferable element would be made. The second conference was planned to offer an opportunity for projects to share their successes and failures, acquire needed skills, and evaluate the effectiveness of their institutionalization efforts.

RATIONALE FOR THE CONFERENCE

Teacher Corps Projects individually and collectively create cultures, life-ways, at the national, regional and local level. The optimum arrangement for a local project is to have the culture of the project interface with the culture of the school for the benefit of the clients: teachers, students, interns, parents, and project staff. The dynamics of cultural and system stability and change are the province of the anthropologist and the organizational theorist. Only recently have they begun to look at schools and classrooms as field for study. The educational decision maker can enhance his alternative frames of reference through familiarity with these concepts. The whole thrust toward multicultural education and cultural pluralism in our schools cannot be understood without a grasp of the basic concepts of culture and socialization.

As a first principle, the social systems model upon which Teacher Corps is based, that is, the emphasis on the single school/community as a social system, *should address the development of all role groups in the system.* Specific provisions are made for the training of interns and experienced teachers, community and paraprofessionals. Little if anything has been done to address the needs of the persons in decision making roles in the school/community such as the principal, the superintendent, central office personnel, and role specialists in quasi-administrative positions. The Midwest Network has already attended to the development of university administrators, community leaders and decision makers. However, more can be done in terms of a cooperative model for training school and university decision makers to work together.

TRANSACTIONAL STYLE OF MANAGEMENT

The transactional style of organizational management represents a desired outcome of the developmental activities to be sponsored by the Network. Skills need to be fostered in the areas of collaborative decision making, achieving parity among cooperating agencies, roles at the interface of agencies and negotiation as the chief management strategy.

At the more practical level, 11th and 12th cycle projects in the Midwest Network addressed their energies to institutionalizing and legitimizing the project components into the ongoing system. The introduction of these concepts to the educational decision makers who hold the power to accept or reject the project elements provided a service to the projects and the groups which they served both in terms of present activities and future efforts devoted to developing Teacher Corps programs. As a Network resource these activities provided a field tested model for training educational decision makers.

PURPOSES AND INTENTIONS

The October 24, 25, 26th Chicago conference was the first of two sequential activities sponsored by the Midwest Network for educational decision makers for the 1977-1978 year. A follow-up conference, May 8, 9, and 10th was held in St. Louis, Mo. A Planning Committee composed of representatives of the Board of Directors of the Midwest Network and project participants was charged with the development of conference activities. The major purpose underlying both activities was to assist decision makers in Teacher Corps Projects with the incorporation of productive elements introduced by the project into the permanent system of the school, the community and/or the university. To accomplish this purpose, it was important to increase decision makers' awareness of the points of entry, system components and strategies which should be explored in order to selectively incorporate elements of the Teacher Corps Project into the ongoing culture of the organization.

Equally important was the development of skills for legitimizing new elements into a system without disrupting the permanent ongoing functions. Receiving strong emphasis were social science concepts from the disciplines of anthropology and organizational theory. These two disciplines view administration and decision making as social processes. This view was of fundamental importance in the Midwest Network's creation of a professional development training model for educational decision makers.

OVERALL GOALS

The overall goals for the two conferences were:

1. To develop and test a variety of professional development models for educational decision makers involved in Teacher Corps Projects.
2. To help educational decision makers explore social science concepts, e.g., anthropology and organizational theory as analytical and evaluative frameworks for viewing the school/community and/or the university/community.
3. To specify generic experiences and skills which would be a part of an educational decision maker's repertoire for change and legitimation.
4. To evaluate and disseminate.

FIRST CONFERENCE OBJECTIVES

The specific objectives for the first conference were:

1. To identify the educational decision makers at the local level crucial to the incorporation of a new element into the ongoing culture of the school community (principal, representative of local teachers' association, representative of community, team leader).
2. To introduce and explicate purposes of the professional development activities.
3. To use data from pre-conference needs assessment to identify common and unique areas of concern for educational decision makers.
4. To familiarize educational decision makers with a variety of analytical models to view stability and change in social systems. Some of the models considered were:
   a. The school, the community, and the project as cultures in contact.
   b. School/communities as social systems.
   c. Understanding key organizational concepts such as power, formal and informal structures, norms, role sets and communication.
   d. Conflict reduction models.
   e. Individual rites of passage in systems—motivation and incentives.
   f. Case study analysis.
   g. Evaluation and documentation to legitimate change.
5. To develop a set of strategies as a project team to assist in the diffusion of elements from the temporary Teacher Corps system to the permanent university and school and community systems.
6. To evaluate the effectiveness of the October Conference and derive directions for the spring activity.
7. To document the conference and disseminate to other projects.
8. To collect and evaluate materials for a monograph on training models for educational decision makers.

MAY CONFERENCE

In the planning for the May, 1978 Conference, the evaluation data from the October Conference were consulted, pre-conference inventories were analyzed and five specific objectives for the follow-up activity were identified as follows:

1) To review the concepts from anthropology and social systems theory presented at the first conference and to provide clear and concise definitions for the more important terms used to describe these concepts.
2) To analyze in greater detail the concepts of *Power, Authority,* and *Influence* as they relate to the identification of components of the temporary system and the development of strategies of transferability to the permanent system.
3) To report on the progress at the local level of efforts to implement the work plans developed at the conclusion of the first conference, and to revise and/or reaffirm original plans with respect to new information obtained.
4) To synthesize the principles derived from the analysis of the project task worksheets and other activities relating to transferability.

The unifying theme for both conferences was the view that institutionalization was a systematic planned process requiring the participation of a variety of role groups and a clear understanding of schools, communities, universities and projects as cultures in contact. Application of the organizational theory concepts would assist planners, implementors and evaluators in describing, explaining, predicting and directing the behavior of the involved organizations.

POPULATIONS ATTENDING THE CONFERENCES

For both conferences, pre-conference packets were mailed to each participating Midwest project. These were to be distributed to project directors, site coordinators, Teacher Association Representatives or Community Representatives, and Teacher Corps Project staff members (selected by the Director). Projects could elect to send any person who had a key role or special influence in decisions made at the project level. Three persons from each Project were funded by the Network. Below are listings of the numbers of persons in attendance at each conference from the various role groups:

October Conference (1977)		May Conference (1978)	
Assistant Directors	6	Assistant Directors	4
Directors	12	Directors	8
Teacher Representatives	6	Teacher Representatives	8
LEA Administrators (Principals, Superintendents and others)	13	LEA Administrators (Principals, Superintendents and others)	12
IHE Representatives and Teacher Corps Staff	9	IHE Representatives and Teacher Corps Staff	8
Interns	3	Interns	4
Community	2	Community	4
No Role given	13	Team Leaders	2
		PDS's	5
TOTAL = 64		TOTAL=55	

As is apparent from the lists, decision making powers are vested in a number of different roles in the Midwest Projects. Most highly represented at both of the conferences were project directors, LEA administrators, and teachers. Where possible, Conference plans were tailored to address the needs of these individuals.

PRE-CONFERENCE INVENTORIES: QUESTIONS AND RESULTS

For the first conference, a rather detailed needs assessment instrument was formulated and sent out to potential participants. Information from this inquiry was to provide a data base for planning both of the conferences. The second pre-conference inventory was designed to gather any additional information needed to provide continuity between activities in both conferences. Copies of both inventories are found in Appendix A.

Plans made prior to the distribution of the inventories were subject to change based upon the data gathered. The following summarizes the information gathered from each inventory, and describes briefly how the information was used.

CONFERENCE I – OCTOBER, 1977

On the first day of the conference, the information gleaned from the preconference inventory was shared with participants in a large group session. This was done to show how the information was used and to share among participants the ideas and views of those participating in the conference as a group. In a sense this activity functioned to reaffirm group identity, make explicit the norms of the group for the benefit of newcomers and set forth the goals and tasks to be accomplished during the remainder of the conference period. One can probably find similar elements in tribal rites in which a special group meets regularly to reinforce a value, for example in age-graded societies or in groups with special cults. The opening exercise functioned as a rite of solidarity for the older members of the subculture and as a rite of passage for the neophytes in the group. The rite of passage marks the transition of an individual from one status, "newcomer," to another, "one of our people." The rite of solidarity is a public group event, the evening banquet, for example, whereby the group reaffirms its identity and purposes. Both conferences featured several such public rituals in which all were expected to participate.

Questions 1-3 on the Pre-Conference Inventory asked participants to identify the kinds of issues they face as decision makers, to select the two most crucial ones, and then to estimate whether or not they could successfully deal with them. Most crucial were "Incorporating elements from the project into the permanent system" and "Communications among agencies and role groups in the Project." Secondary to these were "Staff development activities" and "Clarity of role performance expectations." Most felt they could deal with these issues; but it was clear also that these were areas in which some assistance was needed and desired.

"Incorporating elements" stood out as a prime accomplishment goal, the *ends* of the activity. "Staff development stood out as the *means* to accomplishment. "Communication" and "role clarification" appear to have been facilitative of both, and as such represented both means and ends. They were necessary ingredients or vehicles for achieving the prime goal of institutionalization.

CONSTRAINTS AND DRIVING FORCES

Questions 4, 5, and 6 asked about constraints, ways of managing constraints, and the driving forces that helped role performance. The constraints given fell into the following categories: those related to goals, to organizational aspects, lack of time, and more importantly perhaps for they echo earlier comments, those related to communication among personnel and among groups. The most common ways of overcoming constraints were negotiation, and less commonly—confrontation. Both indicate a commitment to face constraints, as do many of the more random comments. These responses suggest also that this group was willing to work to develop ways to alleviate constraints and would more likely choose cooperative rather than authoritarian means.

In response to question 6, the driving forces most often identified were persons: staff and superiors. Secondarily, flexibility and clarity were identified. Again, these highlight the importance of communication, this time in the role of support.

Response to question 8 concerning needed skills monitored earlier concerns; namely, crucial decision areas and organizational restraints. To deal with the identified decisions and constraints, these skills were needed. In response to question 9, very good relations were indicated among project staff. Less positive relations were indicated between community members and project staff. Given the earlier stress on communication as a topic to address, these results locate an area of concern, possibly for Midwest projects generally, that of relationships between project staff and community.

Responses to question 10 concerning the seriousness with which suggestions are viewed by other persons, support the above notion to some extent. Another factor emerging from responses to 9 and 10, if somewhat subtly, is communication between faculty—presumably teachers—and project staff.

STAFF DEVELOPMENT QUESTIONS

Questions 11, 12, and 13 deal with staff development activities and skills needed by persons who make decisions. For improving relations among involved persons (#11), meetings between groups were desired. These data tend to validate earlier speculations concerning the need for inter-group communication. Responses to 12, kinds of staff development undertaken, were similar to earlier responses also.

The last two questions, #14 and #15, asked for suggestions concerning persons to invite for the conference and persons from one's own project level with whom participants would like discussion time. Few responses were received to these questions, but where possible, individual preferences were accommodated.

From this information, various conclusions were made concerning needs and interests of the participants. These are listed below:

1) A theme pervading a large majority of the responses was that of *communication*. More group rites of solidarity to coordinate the actions of each individual member of the group, events to prepare it for future action are necessary. Specifically:
   a) There is identified a need for communication among groups: role groups, not individuals.
   b) Those groups needing better communication were project staff and community, and secondarily, project staff and teachers. Other groups were mentioned, but not as often as these.
   c) The goal of such improved communication is towards making permanent the good aspects resulting from project efforts. A secondary goal of improved communication is to alleviate organizational constraints through cooperative efforts and to look for strategies to rededicate all role groups to common project purposes.
   d) Skills identified as needed related to communication as well as organization and management; ones which would increase efficiency and effectiveness and reduce conflict.

2) The desired vehicle needed for developing skills and for improving communication appears from the data to be staff development. Staff development activities as a topic pervaded the comments, and most staff development activities cited again pertained to meetings among role groups. Further, staff development activities could be public, dramatic and feature "important persons" – "power brokers" from crucial role groups.
3) From the responses generally, it appears that change was desired. The comments did not reflect complacency; most questionnaires were filled out rather carefully and extensively. Respondents appeared to be saying that they wanted to acquire methods to improve deficiencies, to make things happen that were not happening, and to improve and maintain those useful things that were occurring.

SHARE DATA AND CONCLUSIONS

These data and conclusions were shared and discussed with planners and presenters of the conference, and were distributed and discussed with participants at the first session. They were used as guides and input with which to structure and design activities for the conference, both in terms of content and process. It was the judgment of the planning committee that dealing with the topic of communication among groups necessitated an examination of values. Developing ways of improving communication through staff development required hands-on activities in the solving of real problems. These kinds of activities, therefore, were emphasized in the conference. Since it was envisioned that this first conference was to be one of two concerning these same major topics and involving decision makers, by intention not all of the needs and desires of participants were addressed. In the subsequent section, a review of the activities will spell out more clearly the manner in which these identified needs were specifically addressed.

CONFERENCE II – MAY, 1978

The Pre-Conference Inventory for the second conference was much abbreviated from the first instrument since the information gathered from the first inventory was also applicable to the second conference. In addition, the information supplied from the Post Meeting Reaction Sheets from the first conference provided some guidelines for planning. Following is a summary of the responses to the second inventory and a brief discussion of how the information was used.

In all, 22 participants responded (about 40% of those attending) to the second inventory. It is assumed that this is a fairly representative sample of the entire group and that if persons had suggestions for major changes they would have taken the time to respond.

The first question asked if participants had attended the first Decision Makers Conference, and 14 (64%) responded affirmatively. Assuming that a high percentage of first conference participants would also attend the second, the Planning Committee had decided to conduct another simulation activity, similar to "BA FA," entitled "Star Power." Hence, the second questions asked if persons had participated in the activity, "Star Power," and seven of the 22 (32%) stated they had. As a result, an additional activity, "Road Game," was scheduled for those who had experienced "Star Power" before. 16

PROJECTS DEVELOP "ACTIVE PLANS"

In conjunction with activities conducted during the first conference, projects were encouraged to carry through at their local projects an "active plan" that had been developed during a Project Teaming session at the first conference. The plans were to deal with a problem, task, or new area of interest at the project level, and participants were given a scheme by which to construct the plan. The third question on the inventory asked participants about the status of these plans. Two responded that the tasks planned had been completed and three reported that "some" or "limited" progress had been made. Two reported that activities were under way, and one responded "not much." Four did not respond.

Question four asked for specific areas, topics, skills or activities they would like to see addressed at the upcoming conference. Three responded "no" or "nothing to add." Others had these suggestions: There was a need expressed for training in the use of interpersonal skills, leadership skills, and dealing with the problems of leadership. Another project wanted more small group interaction and more opportunity to work with their team members. Some praised the simulation activities, and suggested activities with greater involvement. More than one project suggested "quality not quantity," cautioning planners not to cram too much into one conference. Another project suggested training in ways to structure the decision making process, in particular, ways of communicating among staff. Other topics suggested were: mainstreaming, group vs. individual power, conflict resolution activities, and group discussion techniques. The Planning Committee tried to take all comments into account in scheduling and designing the activities.

The fifth question asked if persons observed any activities following the first conference, at their local project site that they would attribute directly to their participation in the conference. Three projects responded to this question with these observations: more participation by staff in the decisions that were made; increased dialogue among persons who had attended the conference; and use of ideas from the conference with interns and with other university staff. Three stated "none."

The final question asked for any additional comments or suggestions. None were offered, presumably, because they were taken care of in prior questions.

ACTIVITIES OF PLANNING COMMITTEE

These responses were shared with the Planning Committee approximately two weeks before the second conference, and some adjustments were made concerning the original proposed activities. In particular, alternative activities were designed and scheduled for those members who had not been in attendance at the first conference. It was envisioned that considerable time would be spent on evaluating the progress, success, and refinement of the plans that had been developed by each project at the first conference. The fact that about one-fourth of the persons attending, and possibly more, had not attended the first conference, and that reported progress on the plans that were constructed was minimal for the majority of projects, suggested less emphasis on this tentative plan. As mentioned

earlier, an alternative simulation, "The Road Game," was scheduled for those who had experienced "Star Power." Based upon the comments concerning suggestions for the second conference more emphasis was placed upon developing interpersonal skills, small group work, and opportunities to engage in dialogue. In addition, the more practical aspects and concrete definitions of terms and concepts associated with decision making were stressed.

SUMMARY

Summarizing the information gathered from both pre-conference inventories indicated that the material was both overlapping in terms of content and focus, and was judged to be quite useful by members of the Planning Committee. As a process, gathering such information was considered to be a necessary link in a chain of events that must take place in the planning of a conference.

If participants are to feel a sense of ownership and participation in the life of the group, their needs and explicit requests should be incorporated into the agenda of public events planned for the conference. The activity is given legitimacy by addressing the needs of the group as well as focus and meaning. If one can view the temporary culture of the conference as providing an opportunity for newcomers to participate in a rite of passage and for old timers to engage in a rite of solidarity, conference planners require this information to plan the appropriate mix of public and private, non-threatening ceremonial and anxiety reducing events to accomplish conference goals.

The major problem with the process of collecting the pre-conference data is obtaining the information soon enough to be of most use to conference planners. Sufficient lead time is required to form a representative group of conference planners, design an instrument, collect the data, analyze the information and build the results into the formation of the conference agenda. Time and advance planning can resolve some of this problem, but not all of it for typically, conference planners are busy people in their permanent systems.

SECTION II

MAJOR EVENTS OF THE TWO CONFERENCES

Educational Decision Makers Conference I, Pick-Congress Hotel, Chicago

The Decision Makers Conference began Monday, October 24, 1978 at 7:00 p.m. with a welcoming and orientation. The goals of the Midwest Teacher Corps Network and the purposes of the conference activities were presented. Participants were also given an overview of the cultural perspective which provided the rationale for the activities, and were provided a summary of the data from the pre-conference inventory. With this short orientation, participants were ready to engage in the activities. A list of the activities completed by the participants is found in the agenda (see Appendix A). A general description of the major conference activities is presented below.

Prerequisite to developing affective skills of inter-role group communication is the awareness of one's own values and a perspective which allows one to see beyond parochial or self interests. The first two content sessions of the conference, respectively, dealt with these two needs.

The first session, administered by Henrietta Schwartz, Associate Professor of Anthropology, Roosevelt University, Chicago provided information about values and a format for discussing these values. This session served not only to illuminate values, but also to enervate the group and start the process of communication and sharing. The early afternoon sessions were used to explain, administer, and evaluate the Differential Values Inventory. Drawing upon Spindler's (1963)[1] distinction between traditional and emergent values and on Prince's (1965)[2] empirical research, the nature of values was explored, and differential values orientation was demonstrated. The Differential Values Inventory[3] was then administered to all participants and scored.

Participants were then divided into four groups for discussion, analysis, and interpretation of the value scores. Within each of the four groupings, project directors functioned as discussion leaders for their project members. Small group discussions and free flowing communication characterized this session.

SECOND SESSION FEATURES DR. HSU

The second session featured Francis L.K. Hsu, Chairman, Department of Anthropology of Northwestern University, presenting the paper, "Intercultural Understanding: Genuine and Spurious." (See Section IV for the full text of his remarks.) The goals of this Monday evening banquet session were to both pique participants' sensitivity to the need for an expanded cross-cultural perspective and offer some suggestions for overcoming the barriers to inter-role-group communication. The focus was consistent with the Teacher Corps Program's emphasis on multicultural education. Hsu stressed three major points. First, there is a need to increase non-Western

[1]George D. Spindler, "Current Anthropology," in George D. Spindler, ed., *Education and Culture* (New York: Holt, Rinehart and Winston, 1963), pp. 20-23.

[2]Richard Prince, "Individual Values and Administrative Effectiveness," *Midwest Administrator's Notebook* (University of Chicago, Volume VI, No. 4).

[3]Ibid.

content in present curricula at all levels, but especially in the elementary and secondary schools. Second, there is a need for a stronger emphasis on comparative studies of different cultures. Third, everyone must try to understand how persons in different cultures feel about themselves, each other, and the rest of the world. These are especially important in that they represent the aspects that motivate human behavior.

A data source already in existence for gaining the above insight is non-Western literature. As a first method of implementing these suggestions, Hsu suggested including the study of non-Western literature as part of the general program of instruction and research, and as a major focal point for education that is multicultural. The evening banquet also functioned as a large group public display of cohesiveness and dedication, recognition of members in good standing and attention to newcomers.

The third session was conducted on Tuesday morning. Group process experts held workshops for participants to develop knowledge and skills about group functioning. Three separate workshops were held and at least one member of each project team attended each of the workshops. Participants were given a choice of which to attend. The three workshops were *Role Playing, Change Strategies,* and *Role Clarification.* Each of the workshops was conducted by group process experts, and all were intended to enhance participants' skills as decision makers, problem solvers, managers of conflict and agents of institutionalization.

ROLE PLAYING WORKSHOP

The *Role Playing Workshop* was conducted by Juan Garcia. The role playing model was used as a tool for analyzing a community. The introduction to this workshop explained the purposes, uses, and syntax of the role playing model. The groups then divided into three sub-groups. Each sub-group was given a part in a progressive scenario experimentally demonstrating the foci of role playing. The first group dealt with problem solving. They defined the characters, selected an issue, and role played their part of the scenario. The second group then engaged in a similar process, but dealing with exploring attitudes, beliefs, and perceptions. The third group's part then was to explore feelings between groups.

Observers selected from the groups using specified criteria provided feedback to the groups at the conclusion of the scenario. The involvement in role playing and the use of feedback from observers exposed participants to organizational strategies, communication techniques, problem solving techniques, and analytical tools for use in community work. The session assisted "newcomers" in learning group norms, language and the informal organization of the projects in the Midwest Network.

The *Change Strategies Workshop* was conducted by Jack Mitchell and John Davis. The presenters offered a model of change, information on the change process, and opportunities for participants to work in small groups. The model of change included a three stage process. The first was *unfreezing* (reducing resistance). Unfreezing requires finding and reducing causes of resistance and involving those to be affected in the planning. The second process is the managing of the pressure situation. This situation must be understood at both the individual and organizational levels. The

needs and motivations of the individual and norms and standards of the organization must be incorporated into the change process. The third stage, *refreezing*, requires continued evaluation. This session was designed to give newcomers a simulated rite of passage, a change of status experience.

The small group activity of the participants consisted of designing a change program to accommodate a realistic school administrative problem. The discussion, handouts, and other activities provided participants with an opportunity to understand and practice the skills involved in change and the process of institutionalization.

ROLE CLARIFICATION WORKSHOP

The *Role Clarification Workshop* was conducted by William Moore. The purpose of the workshop was to emphasize the importance of communication for cooperation and influence. Four exercises were used. The opening exercise was the Johari Window which graphically illustrates the nature of communication patterns among individuals. The second exercise was FIRO-B developed by William Schultz. FIRO-B allows participants an opportunity to compare how they see themselves with the perceptions of others who know them. Exercise III, Feedback, was a follow-up to FIRO-B. This activity can assist individuals in considering changes in behavior. The fourth exercise, Pinch Model, provided an approach for both establishing and changing relations between and among individuals and establishing and changing organizational goals and objectives.

The three small group workshops presented an opportunity for newcomers and the others not fully socialized into the Teacher Corps culture to interact with old timers in small group non-threatening events which simulated critical issues faced by all local projects engaged in the process of moving project elements from the temporary to the permanent system. It functioned as a rite of passage for these neophytes and allowed the old timers, the recognized members of the culture, to share their accumulated wisdom and knowledge with the newcomers. But it also allowed the newcomers to challenge the old timers who may have become set in their ways, again, in an atmosphere of security with an expert group process facilitator to assist the group and individuals to manage their conflicts and find solutions to their dilemmas.

The fourth session was a large public meeting featuring an authority in the examination of schools as social systems and teachers as an occupational subculture in our society. The before lunch session on Tuesday presented Professor Dan Lortie of the University of Chicago and author of the book, *Schoolteacher*. Lortie's presentation was entitled, "The Costs of Change." The presentation and pursuant question and answer period stimulated thought about the hidden costs of innovation and change. Again, the need to expand decision makers' perspectives about the costs and effects of change and to see that change processes are not simple or straightforward was a goal of this session. Starting from a basic premise that "society is more complicated than it seems," Lortie offered some new ways of thinking about change. Emphasizing that resistance is generic to change and that "doers" must be committed to overcoming resistance and working hard, a number of change examples was discussed. Each of the examples illustrated the deleterious effect of "hidden costs" of implementing change.

"HIDDEN COSTS" OF CHANGE

Lortie then discussed how "hidden costs" could be anticipated and compensated. Change agents must overcome attitudes of superiority, and be willing to extend sympathy and empathy to those who must change. Agents must be willing to put in the effort required to find out how people feel about change. In summary, change agents "cannot expect something for nothing." A more complete summary of Lortie's remarks can be found in section IV.

After Lortie's talk, participants were invited to pose questions. The questions ranged from mainstreaming to evaluating principals. The questions provided Lortie an opportunity to respond to the practical interests of the participants and served to link his presentation to the daily concerns of the Teacher Corps Decision Makers.

At the large group luncheon session on Tuesday, state education agency personnel David Daniel (Illinois) and William Phillips (Ohio) addressed participants. They presented their views concerning the relationship of state agency programs of teacher education to the efforts and activities of Teacher Corps. David Daniel praised the efforts of Teacher Corps, suggesting that on-site teacher inservice programs conducted by many Midwest projects represented possible models for state inservice programs. Daniel saw high potential for improvement in preservice programs of teacher education as well if closer links could be established between the planning efforts of Teacher Corps and state staffs.

William Phillips supported the sentiments and suggestions of Daniel and spent the remainder of the time reviewing the new standards for colleges and universities preparing teachers in Ohio. Because Ohio is looked upon as a leader in the area of teacher education, these changes are viewed as indicative of nationwide trends. Williams stressed the importance of programs such as Teacher Corps in facilitating and paving the way for such changes. The importance of the "change agent" role of Teacher Corps was emphasized by both presenters and each recommended the continued maintenance and nurturance of this role.

"BA FA"

At the sixth session on Tuesday afternoon, participants engaged in a lively simulation exercise entitled "BA FA." The primary intention of this activity was to expose all to the experience of entering and attempting to understand a totally foreign culture. The participants were divided into two groups representing two different cultures. Each learned the language, the established norms of behavior, and primary ways to function successfully in their respective culture. The two cultures, however, were quite different.

While survival in one's own culture was a goal of the activity, describing and understanding the other culture was also a major goal. Periodically, each of the two groups participated in a cultural exchange involving site visits by small groups of observers to the foreign culture. At given intervals, each culture would cease activity and attempt to interpret the observations made by its site team. Once information was shared and discussed, normal activity would resume.

The resulting feelings, perceptions, and assessments of the experience were shared in a debriefing session following the simulation. Emphasis was placed on identifying how the gains of such an experience could be translated into useful action at the project level.

On Wednesday morning (session #7), participants were grouped with other members in their own project team for the purpose of identifying and planning a solution to a problematic situation facing their own project. Each project was supplied with a blank task worksheet containing in sequential order the major categories of information that must be accounted for in the identification and planning of alternative solutions to problems and for accomplishing institutionalization. Projects went through their planning process with the intention of implementing these plans locally. Each project produced a summary task sheet of its proposed plan and presented a summary of it to the larger group. Conference facilitators circulated to assist project teams in planning for institutionalization. (See Appendix D for summaries of some plans.)

DR. WILLIAM SMITH SPEAKS

At the final large group luncheon session, Dr. William L. Smith, National Director of Teacher Corps, presented the long-range goals for Teacher Corps nationally and related these goals to the activities of 11th and 12th Cycle projects in the Midwest Network. Dr. Smith reviewed in some detail the present status of the Teacher Corps regulations for Teacher Corps '78 programs. These remarks constituted the primary focus and substance of his presentation, and participants appreciated the complete and up-to-date picture that was presented.

This final large group session was the culminating public event for the first Decision Markers Conference. It is interesting to note that another Teacher Corps Network—the Research Network—was holding a conference at the same time at the Pick-Congress Hotel. Their opening session was the closing session of the Midwest Network activity. The two groups combined for lunch in order to hear Dr. Smith. In some ways, this luncheon event represented a rite of solidarity for both groups, a public ritual, reaffirming identity as Teacher Corps members, sharing information for coordinated activity, mobilizing group efforts for a task—the new five year Teacher Corps program, and paying homage to a "culture hero."

In summary, the conference planners attempted to arrange the agenda to provide a mix of large group and small group activities which would permit reaffirmation of the goals of the national program, attention to the socialization of newcomers by sharing information and an opportunity to examine potentially troublesome issues in a secure atmosphere. Practice sessions in the resolution of conflict were built into the agenda. Maximum exposure to theoretical and practical information from national authorities and immersion in the language, structure, norms, process and content of institutionalization were the aims of the planners.

Education Decision Makers Conference II
The Sheraton Hotel, St. Louis, Missouri

The second conference for Educational Decision Makers in Teacher Corps Temporary Systems was held May 8, 9, and 10, 1978. Sponsored by the Mid-west Network, the conference was jointly conducted by the Roosevelt University and Southern Illinois University at Edwardsville Teacher Corps Projects. The Sheraton Hotel in St. Louis, Missouri was the site for all activities. A list of the activities completed by the participants is found in the agenda (See Appendix A). Conferees registered Monday morning (May 8) and the conference opened with a luncheon and welcoming remarks by James Comer, Director of the Southern Illinois University Project.

Following lunch, John Davis, a conference consultant, led the entire group in a "get acquainted" exercise. Participants were directed to pair off, ask prescribed questions of their partners, and then affix a descriptive adjective or phrase to one's partner. Descriptors ranged from "commands respect" to "interesting." Each participant then introduced his partner to the larger group. The activity was lively and offered participants a chance to meet and get acquainted with some of their colleagues.

The next session of the afternoon featured Henrietta Schwartz, Program Planner for the conference, offering a preview of the conference. Dr. Schwartz set the tone for the conference by reminding all about the conference purposes: to give decision makers tools for institutionalizing aspects of temporary (Teacher Corps) systems into the permanent (local school) system. Both cultural understandings and systems theory perspectives were viewed as useful for accomplishing institutionalization.

DIAGNOSING OBSTACLES TO CHANGE

Following the conference preview, participants were divided into small groups for a session on "diagnosing obstacles to change." This activity was used to review James Tanner's thirteen organizational concepts, shown in Section IV (e.g., influence, authority, power), to allow participants to examine their own role sets, and practice using these understandings to examine complex events and interactions. Each group examined a case study of a young teacher attempting to fit into a rural community school, and also wanting to make curricular changes in that school. This case study set the stage for a discussion of change and obstacles to change using the thirteen organizational concepts. The premises underlying this session were that 1) change and institutionalization are difficult, 2) understanding role sets helps bring about change, and 3) analytic concepts are functional for diagnosing events and interactions. The small groups were further subdivided into teams of about eight for the analysis of the case study.

A wrap-up and feedback session for the afternoon's activities was conducted. One member from each of the four small groups was asked to comment on the group's level of understanding of the concepts, the group's ability to apply the concepts to the case study, and the usefulness of these concepts for the participants when they returned to their local sites. Each presenter responded affirmatively for each concern. From the responses of the presenters it appeared that each group had its own personality and style for the activities, but that all groups increased their understanding of the concepts and had an opportunity to apply these thirteen concepts to an actual event.

REMARKS OF DR. JOHN ERVIN

Monday's Dinner, May 8, 1978—Dr. John Ervin, Vice President of the Danforth Foundation, was the guest speaker for Monday's large group dinner. Dr. Ervin spoke of three different worlds—the world that was, the world that is, and the world that is yet to be. Forces from each of these three worlds must be balanced in our thinking and actions. We are challenged to learn enough about the past so that it can be useful in dealing with the present so as not to mortgage the future. Dr. Ervin emphasized a nesd for knowledge both of the past and of what is happening around us.

Dr. Ervin pointed out that the future is not a result of choices among alternatives—paths are not found; they are made. Man creates his future and the creation changes both the maker and the destination. He suggested that the most important thing you can do for someone is to give him a sense of control, and that the task of education must be changed from education for all to education for each. Dr. Ervin was an entertaining and stimulating speaker with appeal for the newcomers and the old timers in the group.

Tuesday, May 9, 1978—Tuesday morning began with coffee and a preview of the day's activities. The evaluations of the October conference and the pre-conference data indicated additional work was needed in three skill areas: conflict management, interpersonal relations, and change strategies and communication skills. It was suggested that the small group workshops offered at the October conference be repeated with the same consultants facilitating the activities. This was done and participants were given a choice of three small group workshops: Role Playing, Motivations to Innovate: Change and Stability, and Communication Skills. In designing the workshops, consultants incorporated suggestions made by participants in the October conference.

ROLE PLAYING WORKSHOP

The *Role Playing* workshop was conducted by Dr. Juan Garcia, Conference Consultant. Role playing exercises are intended to explore issues of human relations. Each role play has four foci: 1) exploring feelings, 2) gaining insights into attitudes, values, and perceptions, 3) developing problem-solving skills, and 4) exploring subject matter. Dr. Garcia first explained the processes and purposes of role playing. Participants then played through a progressive scenario on conflict of values within a school-community setting. The role playing was followed by an observer's analysis of the scenario and roles played and by a discussion of the role play activities.

The Motivations to Innovate: Change and Stability Workshop was conducted by John Davis and Jack Mitchell. This workshop had also been presented at the first Decision Makers Conference, and as such the activities of the workshop are reported in the description of that conference under "Change Strategies Workshop."

Similarly, the *Communications Skills Workshop* conducted by William Moore was essentially a repetition of the "Role Clarification Workshop" conducted at the first conference. The FIRO-B exercise developed by William Schultz was the primary activity of the communications skills workshop and offered participants an opportunity to see themselves through the perception of others.

Following the three workshops, Dr. James Tanner addressed the conferees in a large group session about the 13 organizational concepts reviewed during the Monday session. Tanner cited the inadequate record of institutionalization for past Teacher Corps activities as the result of a lack of fundamental understanding of how to move from the "sandbox" to the "mainstream." Many examples of change and thwarted change were offered to the group to demonstrate how the 13 concepts could be useful tools for understanding change.

Dr. Tanner spoke emphatically of the need to include, early in the design of an innovation, those members of a system or culture who have real power. When the influential members of a culture are included, they can make the innovation important to the institution in which change is sought. Thus, innovations can be implemented and institutionalization is made possible.

Luncheon, May 9, 1978—Dean Robert Koff from the College of Education, Roosevelt University, was the guest speaker at the luncheon. Dean Koff spoke of a number of changes in society which have implications for educational decision makers. Knowledge of these changes and understanding their impact upon society is critical for decision makers in education.

Dean Koff also reported on a study of Teacher Stress. The study was conducted as a survey of Chicago area teachers and provided a data base for judging the differential stress impact of various teaching events. Dean Koff discussed the stressfulness of different teaching events. Also discussed were the implications of these findings for educational policy decisions.

"ROAD GAME"

"Road Game"—Tuesday afternoon, May 9, 1978 was devoted to a total group simulation *exercise on conflict* and conflict management. The exercise, "Road Game," and the activity of participants, is described below by John Davis, Conference Consultant, who assisted in directing the simulation.

The "Road Game" is about competition and cooperation, teamwork and chaos, perception and misperception, communication and conflict resolution.

Four sub-groups were randomly selected from the total group. The four teams chose a leader to be their spokesman in all negotiations with other teams. Each team chose its first road builder/painter/engineer. Finally each team chose its color. The teams gathered round their territory. The rules of the activity were read and we proceeded to play the game.

At the conclusion of the activity, the consultants debriefed it. One of the most important phases of a simulation activity is the debriefing or processing. The debriefing was organized around three steps. They were: 1) How did you feel participating in the activity? 2) What did you learn as a result of participating in the activity? 3) How can you apply those learnings to the back-home situation?

In summary, the important feelings and learnings derived from the activity are listed as follows:

1. The problem with competition is that someone has to win and someone has to lose. In contrast, by cooperating, everybody wins and nobody loses.
2. The objectives given for the "Road Game" said nothing about competing, but everybody "read" it into the activity and began competing.
3. In order to resolve conflict, communication must be clear and open at all times.
4. Once trust has been violated, it is very difficult, if not impossible, to re-establish it.
5. People who "have" in the acquisition sense many times divorced themselves from the problems, aspirations, and desires of people who "have not."
6. Boundary lines, cultural differences, problems of communication and competition divide people.
7. People not involved in the decision making process do not feel a commitment or ownership to the successful completion of that task.
8. Some people will cheat so that they can win the game from the other groups.
9. Conflict is inevitable—the problem is how to deal with the conflict when it occurs.
10. Listening is an active and not a passive activity. It takes a lot of energy to be an active listener.
11. Many people are uncomfortable with conflict and will avoid it if at all possible.

The activity and the debriefing totaled approximately two hours. The consensus of the group was that the "Road Game" was enjoyable and very fruitful for all involved. (A discussion of the exercise by Juan Garcia from the perspective of an instructional strategy is presented in Section IV).

PROJECT TEAMING

On Wednesday morning, May 10, 1978, the final day of the conference, participants were given the opportunity to work with members of their own project for a variety of purposes. Since Cycle 11 projects were coming to a close, many projects were in the process of evaluating past results and accomplishments. Consultants were available to answer questions concerning evaluation and/or other tasks and responsibilities attendant to the culmination of project activities. Some projects had implemented plans made at the first conference and wished to discuss the results of these attempts in light of additional information shared at this conference. Other projects used this time to take an objective look back at the problems and issues associated with their project that related directly to decision making, and attempted to apply what had been discussed and presented. During this period, Teacher Corps staff and consultants offered assistance where needed. This session provided an opportunity for synthesis at the project level in prelude to the conference synthesis to follow.

CONFERENCE SYNTHESIS

Dr. James Tanner served as a guest speaker to offer comments and provide some synthesis for the activities of the conference. Dr. Tanner's comments reinforced a recurrent theme of the conference: understanding roles and having analytic concepts for describing the process of change facilitates change and institutionalization. Distinctions should be made between decision makers and those who influence decisions. Similarly, questions of whose values were prominent and who participated in what decisions to be made when must be considered.

Dr. Tanner's remarks, summarized in Section IV, led to questions from the participants. A discussion among participants, consultant, and conference directors ensued. This discussion was generally aimed at making the connection, once again, between the theory of decision making and the practice of decision making. The final remarks of the consultants were offered as advice to the participants for making the conference activities useful for the practical decision making of the conference participants at their local sites.

Unlike the October conference, program representatives from Washington were not present at this May conference. Further, several projects were in their last month of project operation. The nine projects with one year of operation left were concerned about documenting their concluding year, particularly in terms of gathering evidence for project institutionalization and impact on the permanent systems they had worked with. The timing of the second conference coincided with the near closing of public schools, the end of university terms, and the deadline for amendments for continuation of funding from the federal office. This is by way of saying that many intervening variables not present at the first conference were factors to be considered in viewing the second conference. No apology is intended or needed as will be seen from the data presented in the next section. In viewing the scheduling, May was not a good time to hold a conference for the Midwest Network. In reviewing the agenda and the mix of activities, the thought and attention given to the construction of the agenda by planners and the consultants were rewarded by a smooth flow of events and the flexibility to make changes in the agenda where necessary.

SECTION III

PARTICIPANTS' REACTIONS TO THE TWO CONFERENCES

Participants' Reactions to the First Decision Makers Conference

To obtain some estimate of the success of conference activities, both from the aspect of utility of what was offered and for planning future conferences, post meeting reaction sheets (PMRS) were distributed at the end of each major session, and a summative form was distributed at the end of both conferences. This section will be devoted to summarizing both the formative and summative responses of participants to activities at both conferences and will offer conclusions and recommendations concerning future conferences.

Responses to individual sessions were obtained using basically the same form. (Copies of the forms appear in Appendix B). Each participant was asked to identify the time of the session being evaluated and the role-group he/she represented. The first four questions on both forms related to the helpfulness of the session in providing new information, the degree of interest evoked by the session, the extent of opportunity for discussion and questions, and the utility of information provided for carrying out the role of decision maker. Respondents had four choices for each question ranging from "Not at all (helpful)" to "Very (helpful)." In summarizing data, participants' responses were assigned numbers '1' through '4', '4' being the most positive response.

Participants at the first conference were then asked if they would attend a second conference which dealt with an extension of the conference topics to which they could respond "Yes," "Undecided," or "No." They were also asked for suggestions for further conferences concerning what content to include, skills or training needed, and activities desired. Participants at the second conference were asked to evaluate the objectives of the session (appropriate–inappropriate, accomplished–not accomplished); the format of the session (appropriate–inappropriate); and, the amount of energy the participant invested in the session (very little–great deal). Under each of the questions there was room for comment. This formative instrument was distributed three times at the first conference and five times at the second conference, assessing responses to those sessions which involved some small group activity.

USE SUMMATIVE FORMS

The summative forms used also appear in Appendix B and were entitled Post Conference Reactions. On this form participants identified themselves by role group only. The first three questions were similar for both conferences. The first asked participants to assess the keynote addresses in terms of interest level, usefulness, and appropriateness. They rated each of these categories by placing a number '1' through '5' in designated spaces, '5' indicating the highest rating. The second question asked participants to describe briefly the most valuable and least valuable activity of the conference. Question #3 instructed participants to assess whether various aspects of the conference such as "relevance of content," "applicability," and "facilities" were strengths or weaknesses of the conference generally.

Participants at the first conference were asked if they would attend a second conference which dealt with an extension of this conference, and for suggestions for further conferences. Participants at the second conference were asked to assess the extent to which the conference coincided with their expectations regarding content, activities, and the usefulness of the knowledge and skills learned in the sessions. A final question asked them to rate the conference overall from "very poor" to "very good." Tables 1 and 3 summarize participants' responses to individual sessions at the first and second conferences, respectively. Tables 2 and 4 summarize participants' post conference responses at each of the conferences.

For the formative evaluations of the sessions, statistical means of participants' responses are presented and comments are summarized for each of the sessions. An analysis of participants' responses by role group (e.g., directors, site coordinators) showed little variation. The means reported in the tables, therefore, represent all participants.

In Table 1, information is displayed for the first five questions, each question concretized into the headings appearing at the top of the five columns.

ADMINISTER DVI

The major topic of the first session was the administration of the Differential Values Inventory (DVI). Participants indicated that the DVI session provided them with new knowledge and useful information, was interesting, and allowed participants opportunities for input into discussions. Additional comments indicated that they saw this as a good beginning activity but one that suffered the drawbacks of not enough time or direction for understanding the application of such an exercise (or the data it produces) at the level of individual projects. Most felt that the activity was a good one, but needed more explanation and follow-up if they were to be able to effectively use the DVI.

Based upon this first session, about half of the participants stated they would be willing to attend a second similar conference; many were undecided at this time. Of the brief comments offered, most qualified their indecision or desire not to attend stating that it was "too early to decide" or that the session lacked a project level focus. These responses are consistent with the pre-conference inventory data requesting a project focus for all activities.

Quite a few comments were offered by way of suggestions of content, skills, and activities to include in future conferences. The content of comments on the DVI emphasized its importance and the necessity for work in this area. Specifically, participants wanted time to discuss the applications, validity, and reliability of the DVI. They also wanted information on communication skills to help them deal with discrepant values the DVI might reveal among individual staff members who must work together in project groups.

The second session offered participants a choice of three meetings: Role Playing, Change Strategy, or Role Clarification. Table 1 indicates the number of respondents who attended each and their reactions.

TABLE 1

Summary of Participants' Reactions to Sessions of the October, 1977 Conference

Each participant assessed the sessions by rating the following aspects on a 4 point scale, a rating of 4 being the highest. The scores below are an average of participants' scores for each quesiton.

Sessions	New Knowledge	Interest	Opportunity for Discussion	Useful Information	Would You Attend Another Conference
A. 10/24 Afternoon Differential Values Inventory (n=44)	3.11	3.20	3.04	3.21	Yes – 51% No – 14% Undecided – 35%
B.					
(1) 10/25 Morning Role Playing (#1) (n=12)	3.58	4.00	3.58	3.83	Yes – 92% No – 0% Undecided – 8%
(2) 10/25 Morning Change Strategy (#2) (n=17)	3.16	3.23	3.23	3.35	
(3) 10/25 Morning Role Clarification (#3) (n=9)	3.77	4.00	3.66	3.44	Yes – 88% No – 12% Undecided – 0%
C. 10/25 Afternoon "BAFA" (n=30)	3.70	3.80	3.70	3.70	Yes – 8% No – 0% Undecided – 13%

ROLE PLAYING USEFUL

Participants in the Role Playing meeting found the session particularly "useful" and "interesting." Nearly all stated they would attend another conference dealing with this topic. Comments indicated the session was "very enjoyable," "excellently presented," "very well organized," and supplied "good materials." Participants remarked that they gained new ideas and insights for use of role playing activities, particularly at the project level. Suggestions for future conferences included the use of video-taping, the involvement of parents with teachers in role playing activities, and the use of these activities to explore the role of the school in the community.

CHANGE STRATEGIES WORKSHOP

The Change Strategies Workshop was also well received by participants. The topic was viewed as one of importance, particularly at the project level, and one in which more work was needed. Participants praised the small group format, especially the adeptness of the facilitators in guiding the activity and encouraging discussion. What discontent there was among participants was not with the presentation or the topic, but with the lack of opportunity to pursue the subject further, to understand more fully the skills involved in change, and with the lack of time to practice these skills with real problems of their own. The comments identify this as an area for further work at future conferences with activities focused on implementing change needed at the local level.

In terms of content to be included in future conferences, participants asked for a wider range of emphasis than just upon the Midwest Network Projects, more realistic handling of constraints, incorporation of role playing and more divergent viewpoints, and more participation of role groups with each other. In terms of skills, participants wanted more practice in applying "change" oriented skills, obtaining commitment to change from those involved in role playing, and in identifying and applying the skills needed for implementing change. They desired follow-up activities, some suggesting a whole day devoted to this session, and more than one person wanted assistance in following up with similar activities at home. General comments on the change strategy session stressed the need for more time on this topic and also stressed the utility, productiveness, and high quality of the presentation.

ROLE CLARIFICATION

The third meeting, Role Clarification, was rated very highly. Participants' ratings of the meeting's effectiveness in providing new knowledge, of being interesting, of providing an opportunity for participant discussion and useful information all were quite positive. This was reflected in their comments: "superior presentation," "well organized," "need more of same." Participants expressed the desire to have the package of materials for use with their project.

The last session to be evaluated individually was a simulation exercise entitled "BA FA." Thirty participants filled out and turned in evaluation forms for this session, and as Table 1 shows, the ratings were uniformly high for all categories. Nearly 90% of the participants stated they would attend another conference involving such activities; no one said they would not attend a second conference. A few persons responded that they received insights into themselves from participating in this activity, others stated that it "held interest throughout," and "provided opportunities for team interaction." Many comments simply praised the activity: "great," "complicated, but a lot of fun," "had application towards my own work," "excellent session," and the like. In terms of desired content for follow-up sessions on similar material, some participants want a more in-depth look into the principles of cultural interaction, the inclusion of more Teacher Corps roles, and the review of actual historical examples of cross-cultural contacts.

Table 2 displays the numerical results and summary of comments obtained from the 23 participants responding to the summative assessment form distributed at the conclusion of the October conference.

Both keynote speakers were well received. Dr. Hsu's and Dr. Lortie's talks received excellent scores for being interesting and appropriate, and very positive marks for the usefulness of their remarks.

Aspects of the conference that were identified as most valuable by participants (question #2) were the two keynote addresses and the "BA FA" exercise. There was not an overwhelming percentage of respondents identifying any activity as most or least valuable.

In response to item III, a majority of participants cited relevance of content, interest, applicability, interaction with participants, and facilities as strengths of the conference. Mirroring some complaints observed in earlier comments on the session reports, applicability was viewed as a weakness, as were the conference facilities.

Responses to question IV concerning attendance at a follow-up conference revealed that 82% of those responding would be willing to attend another conference based upon an extension of these topics, 4% would not be willing to attend, and 14% were still undecided.

WANT MORE TIME FOR INTERACTION

Question V elicited the following suggestions for future conferences. Participants wanted more time built in to interact with other participants. They felt that a statement and outline of conference goals was needed at the beginning of this conference, and that a step-by-step procedure of how they were to be accomplished should be either apparent or furnished. Participants reacted very enthusiastically to the "BA FA" exercise and some requested that more activities like this one be used, some suggesting that it be done earlier rather than later in the conference. Some suggested that the same resource persons be asked back to future conferences.

On the whole, the conference received good ratings (question VI) with 87% of those responding giving it either a "good" or "very good" rating.

CONCLUSIONS FOR THE FIRST CONFERENCE

From the post-meeting reaction sheets, it can be concluded that participants generally were quite satisfied with the activities and staff in the small group sessions. In the four categories of New Knowledge, Interest, Opportunity for Discussion, and Usefulness of Information, averages of numerical ratings for all sessions combined was above 3.4 on a 4 point scale. Both keynote sessions were also highly rated. In addition, 82% of the participants indicated they would attend a second follow-up conference. These combined data provide evidence of high success of the conference overall from the viewpoint of those who participated.

TABLE 2

In addition to evaluating sessions individually, a summative form was distributed at the end of the conference to assess the two keynote speakers and to obtain assessments of the conference generally. Results of the summative assessments are summarized below. (Ratings ranged from 1 (low) to 5 (high) for the sessions.)

I. SESSION

(n = 23)	INTEREST LEVEL	USEFULNESS	APPROPRIATENESS
10/24 Dinner Session "Parents and Teachers, A New Perspective" Francis L. K. Hsu	4.74	3.91	4.39
10/25 Morning "The Cost of Change" Dan C. Lortie	4.77	4.52	4.70

II. ACTIVITIES identified as most valuable are:
- BA FA (6 responses)
- Lortie's presentation (4)
- Hsu's presentation (4)
- Many others were mentioned.

Activities identified as least valuable were:
- Wednesday Project Teams Feedback session (6)
- Certification presentation (4)
- Tuesday Lunch Program

III. STRENGTHS AND WEAKNESSES

	Strength	Weakness
Relevance of content	20	2
Interest of sessions	19	
Applicability	18	4
Interaction with participants	18	2
Conference facilities	16	4
Good leaders	1	
Organization	2	
Keeping on schedule	1	
Report back session		1
Urban orientation		1

IV. WOULD YOU ATTEND A SECOND FOLLOW-UP CONFERENCE?

Yes – 82% No – 4% Undecided – 14%

V. SUGGESTIONS FOR FURTHER CONFERENCES
- More time to interact with participants and leaders.
- Coffee before morning sessions.
- Start with outline of goals; show step by step procedure of how they will be accomplished.
- More activities like BA FA: do BA FA at beginning of session.
- More hands-on experience with "cultural tools."

VI. RATING ASSIGNED CONFERENCE ON THE WHOLE

1	2	3	4	5
very poor	poor	satisfactory	good	very good
0%	8.7%	4.3%	43.5%	45.5%
	(2)	(1)	(10)	(10)

THE SECOND CONFERENCE, MAY, 1978

The post-meeting reaction form used at the second conference was very similar to that used in the first conference. A copy appears in Appendix B. The four questions about the extent to which a session provided new knowledge, was interesting, provided an opportunity for discussion and useful information were repeated. In place of the questions asking participants if they would attend a second conference were questions probing for the appropriateness and extent to which objectives were accomplished, the appropriateness of the format of the session, and the amount of energy participants put into the session. These questions were scaled from "1" (low) to "4" (high). Table 3 summarizes these data.

TABLE 3

Summary of Post Meeting Reaction Sheets for 2nd Decision-Makers Conference.

	New Know.	Interest	Oppor. Disc.	Useful Info.		
A. 5/8 Afternoon Diagnosing Obstacles to Change n=32	3.4	3.6	3.5	3.4	*Objectives* appropriate accomplished *Format* appropriate *Energy Input*	3.7 3.2 3.5 3.2
B. (1) 5/9 Morning Conflict Reduction & Collective Bargaining n=10	3.6	3.7	3.9	3.5	*Objectives* appropriate accomplished *Format* appropriate *Energy Input*	3.6 3.4 3.8 3.6
(2) 5/9 Morning Motivating to Innovate, Change, & Stability n=21	3.5	3.8	3.7	3.8	*Objectives* appropriate accomplished *Format* appropriate *Energy Input*	3.7 3.7 3.7 3.4
(3) 5/9 Morning Communication Skills n=10	3.9	3.7	3.7	3.6	*Objectives* appropriate accomplished *Format* appropriate *Energy Input*	3.8 3.7 3.7 3.3
(4) 5/9 Afternoon Simulation Exercise (Road Game) n=17	3.4	3.5	3.6	3.2	*Objectives* appropriate accomplished *Format* appropriate *Energy Input*	3.4 3.3 3.4 3.4

A slightly different post conference reaction sheet was used for the second conference and also appears in Appendix B. Participants rated the four keynote addresses for interest, usefulness, and appropriateness. As they did at Decision Makers I, they identified the strengths and weaknesses of the conference. In place of questions about attendance and suggestions for future conferences, participants were asked to assess the extent to which the conference met their expectations. Finally, they were asked to rate the conference overall.

Thirty-two participants attended the 1st session, Diagnosing Obstacles to Change: Case Study and Role Set Analyses. As Table 3 indicates, it was very positively received by the participants. The most frequent comment was that the organizational concepts that were introduced were "very helpful." Some participants found they had to work hard to "translate" the concepts into language they were more familiar with and that the time limitation inhibited this. The consultants were praised for being "well prepared," providing a "very free," "open," "supportive," and "responsive" climate that stimulated discussion and made the session interesting.

OBJECTIVES RATED APPROPRIATE

The success of this as an activity is further evidenced by participants' ratings of the objectives and format as very appropriate. Its success in stimulating participants was demonstrated by their willingness to invest a good deal of energy in the session. Finally, participants felt the objectives were generally accomplished. Some commented that they needed more time, particularly to understand the concepts beyond the surface level and to be able to "act" on situations they now felt confident they could identify in their projects.

On Tuesday morning the second session again offered participants the option of attending one of three small group skill workshops. The first dealt with Conflict Reduction and Collective Bargaining through Role Playing. Reactions were uniformly positive. Participants felt the session leader did an excellent job of presenting new knowledge and useful information. Comments indicated that participants found the material "very good for use in classroom situations." It also raised important questions, for example, about the effectiveness of different strategies depending upon one's position in the power structure. Participants also found the session interesting and felt they had ample opportunity for discussion. The group leader was applauded for being "very apt to answer questions" clearly providing examples of different roles.

Again, the importance of the activity is evident in the very high ratings for the appropriateness of the objectives and session format. It was also a successful session. Respondents indicated they felt objectives were accomplished to a great extent. Furthermore, even when they commented on their reservations regarding the session, they spoke positively. For example, one participant desired more examples with practical applications as their base, but also commented that time did not permit this and that the session was well done. Participants uniformly invested a great deal of energy.

SECOND SMALL GROUP WORKSHOP

The second morning small group skill workshop involved Motivations to Innovate, Change, and Stability. It too received high praise. Again, ratings and comments indicate that the session was successful in providing new knowledge, useful information, and an opportunity for discussion. Participants described the session as a "total activity," with a "good model" for implementing change. They found the model gave them insights as to why some changes failed and was adaptable to their particular needs. Indeed, the strength of this session was that it provided a model applicable at the local project level with "very good examples of factors to consider as you attempt change in your own district."

The workshop's objectives and format were very appropriate. Most participants felt they were very successful in accomplishing these objectives and contributed a great deal of energy to the group.

The third morning workshop, Communication Skills: Suggested Strategies, was also warmly praised and highly valued. In terms of new knowledge and useful information, participants pointed to "personal insights" they gained and "helpful feedback" from the group. One participant indicated that his experience caused some re-evaluation of his usual ways of dealing with people. One group member thought the session so valuable he felt it should be rescheduled in the future so that all conference participants could attend. Participants' comments about the opportunity for discussion elicited praise for the session leader for providing an open, honest, and supportive atmosphere and example.

The general comments indicate that the session leader was well organized, and that the concepts and practices he introduced shared a number of concerns from participants' projects. Just as they rated the other morning sessions as positive, participants rated the objectives and format as very appropriate. It may be a testament to the effectiveness of the group leader and the high level of energy participants contributed in that they also felt their objectives were accomplished.

"ROAD GAME"

The afternoon session originally offered participants a choice of two simulation exercises. However, one was cancelled due to the lack of attendance. Thus reaction sheets are available from the 17 participants who attended the "Road Game" exercise. Table 3 indicates that participants qualified this saying that "the new information was mainly about myself" and that it was "very disturbing to discover such things about me!" Participants also found the session "interesting and enjoyable." One comment was that "my attention was held throughout the game and the debriefing." The supportive atmosphere that characterized all the sessions was again evident from the high score people gave the game for opportunity to participate in discussion.

The objectives of the session were positively evaluated as was the format. Again, there was at least one call from a participant to have more simulations at other workshops. There was general agreement that the objectives were accomplished though a few reservations were expressed because of the negative outcome of the game. Finally, participants rated their energy input as high, one person commenting "we worked as hard as you did."

TABLE 4

Summary of Post Conference Reports for Second Decision-Makers Conference

n=34 — Scale was 1-5

	Interest Level	Usefulness	Appropriateness
1. John Ervin (Mon. 5/8)	3.7	3.4	3.8
2. Dean Koff (Tues. 5/9)	3.2	3.2	3.3
3. Project Teams, Applications (Wed. 5/10)	3.7	3.3	3.7
4. Summary and Synthesis, James Tanner (5/10)	3.6	3.6	3.7

	Strength	Weakness
1. Relevance of content	30	0
2. Interest of sessions	30	0
3. Applicability	27	1
4. Interaction with other participants	30	5
5. Conference facilities	22	6

To What Extent Did The Conference Coincide With Your Expectations Concerning:

1. Content Covered: 4.1 (out of 1-5 scale) n=28	Better than Expected:	18
	Worse than Expected:	1
	No response:	9
2. Activities offered: 4.0 n=22	Better:	19
	Worse:	1
	No response:	2
3. Usefulness: 4.3 n=24	Better:	18
	Worse:	0
	No response:	6

Overall, how would you rate the conference (from very poor to very good) (Scale 1-5);

	Number	Percent
Very poor	0	0%
Poor	0	0%
Satisfactory	5	16%
Good	15	45%
Very Good	13	39%
Total	33	100%

Overall Mean is 4.2

Table 4 displays the numerical summary obtained from the 33 people who responded to the summative assessment form distributed at the conclusion of the second conference.

The speakers were generally interesting to the participants and their topics appropriate. Their scores were however less impressive than were those of the speakers at the first conference. Dr. Ervin's speech, the project team's report, and the synthesis by James Tanner, Conference Consultant, were rated as the most interesting and most appropriate. Tanner's presentation was also the most useful. Tanner's positive ranking should be especially noted as it was a synthesis session; obviously, participants felt he was successful.

STRENGTHS OF CONFERENCE

In response to the question about strengths and weaknesses of the conference, participants cited relevance of content, interest of sessions, and applicability as strengths. Interactions with other participants and the conference facilities were also rated positively but had significant dissenting groups who cited both as weaknesses.

The last two findings are perhaps the most gratifying. First, it is clear that the conference far exceeded the expectations of all participants. Furthermore, this was true for content, activities, and usefulness. Second, some 84% of the participants rated the conference as good or very good. 16% rated it as satisfactory. No one felt it was very poor or poor.

CONCLUSIONS FOR THE SECOND CONFERENCE

Participants' ratings and comments on the post meeting reaction sheets clearly indicate that the second conference was an overwhelming success. Every facet of the sessions received uniformly excellent ratings. Of the 20 separate rankings on New Knowledge, Interest, Opportunity for Discussion, and Useful Information, 16 were 3.5 or better (on a 4 point scale). Of the 20 separate rankings for Objectives, Format, and Energy Input, all were 3.0 or better and 11 were at least 3.5 (on a 4 point scale).

Not only was the conference successful, but it clearly exceeded the expectations of 19 of the 20 participants who responded to this item. One final evidence of success was the rating by 39% of the respondents that the conference was "very good" and by another 45% that it was "good."

FOLLOW-UP TO RECOMMENDATIONS OF THE FIRST CONFERENCE

1. After the first conference, staff recommended that the goals and specific objectives of conference activities and the conference on the whole be clearly presented at the commencement of activities, and that throughout, the rationale for action in terms of these stated goals be made clear to all who participate.

To meet this objective, a "conference preview" was scheduled after the participants assembled and got acquainted. At the preview, Dr. Henrietta Schwartz, Conference Program Director, outlined the goals, concepts, and activities that were to be the foci of the conference.

To assess the success with which staff met this recommendation, the post meeting reaction sheets were amended to elicit information about the appropriateness of objectives for any one session and the extent to which they were met. The data in Table 3 indicate that the session objectives were very appropriate and to a large extent accomplished.

2. The second recommendation was that enough time be allotted for a full understanding of any knowledge and/or skills imparted, and that particular emphasis be given to the applicability of what is learned in real life situations.

This recommendation had emerged from the frequent complaints that the first conference had stimulated participants but had, at the same time, left them dissatisfied because time constraints prohibited in-depth analysis of the applicability of what was learned in small groups to the project level. Two pieces of evidence attest to the successful fulfillment of this recommendation at the second conference. First, complaints about time were much less frequent. Second, many of the comments on the post meeting reaction sheets spoke to the applicability of concepts, models, and techniques the participants learned.

3. The third recommendation included four parts:

That the following aspects be maintained or strengthened:

a) collection of pre-conference information concerning those who will attend and the topics and activities participants believe are important;

b) high degree of organization, built in flexibility, strong leadership in those presenting;

c) variety in the activities undertaken by participants with emphasis upon small group involvement, opportunity for discussion among participants, and "hands on" activities;

d) participants' opinions of the appropriateness of the quality of activities and follow-up of conference activities be carefully sampled.

The fourth recommendation was that materials distributed for any single session be made available to all participants, and that effort be made to distribute materials which facilitate practice at the local level.

STAFF RESPONSES

In the second May conference staff responded to each of these: a) Data from the post meeting and post conference reaction sheets of the first conference, plus comments that were directed to the organizers, were explicitly used in formulating the schedule of activities for the second conference. Indeed, some of the most strongly rated activities of the first conference were repeated specifically because of the high praise they received. b) A conference with several activities requiring extensive participation by conference members required a clear organization and agenda.

Because many of the skills and techniques were to be applied at the individual level, it was necessary that group leaders be sensitive to individual needs and yet well organized and clear about their own goals and objectives. The positive evaluations of the group leaders suggest they met this challenge. c) Consistently, the reaction sheets indicate participants felt they had not only the opportunity to participate but were encouraged and supported in doing so. d) The post conference reaction sheets were again utilized. Attempts were made to revise them for the second conference and elicit appropriate and accurate information.

To this end, both the first conference report and this report were designed to include materials that participants thought were helpful and important.

The fifth and final recommendation was that feedback sessions be carefully structured so as to avoid repetition and mere summary, in order to facilitate synthesis and sharing of useful ideas and experience. In contrast to having each presenter report to the participants in a final session as in the first conference, the second conference was arranged to include a panel of consultants who responded to Dr. Tanner's synthesis with comments and questions. The reaction sheets indicate that this was more successful and less laborious than the method used at the first conference.

THE TWO CONFERENCES AS EXPRESSIONS OF THE CULTURE AND IDENTITY OF THE PROJECTS

In indicating that the conferences were "successful" an examination of the expressed goals of the conference planners must be consulted. The conferences did develop and test a variety of professional development models for educational decision makers in Teacher Corps projects among which were Role Playing, Conflict Identification and Management, Force Field Problem Solving, Cultural Universals Concepts, etc. Concepts from social science, organizational theory, anthropology and alternative evaluation strategies were presented, described and used in the large and small group sessions. Specification of the generic experiences and skills required for successful institutionalization of elements from the temporary system of a Teacher Corps project to a local school community were recorded on the project task sheets and shared with other project teams.

Finally, the conferences were evaluated and the results disseminated, first through the Post Conference Report of the October, 1977 Educational Decision Makers Conference and finally, through the vehicle of this monograph. The overall goals for the conferences were met with a relatively high degree of success according to participants' ratings.

If however, one wishes to look at the conferences as socialization events, then another set of criteria must be employed. For the newcomers, there was an opportunity for successful rites of passage by which they achieved status in the project and network society. For the old timers, there were opportunities for them to reaffirm their unique identity, move the group (their project team or other peers) to coordinate action on a project or network level and reinforce or achieve increased status with the group. In viewing the ratings concerning new knowledge, it would seem that the conferences were useful in giving the neophytes the information they required to perform appropriately in the group and with the exception of about a half dozen participants at both conferences, the applicability of the information and experiences provided by the conferences allowed the newcomers and the old-timers to maintain and enhance their status and sociability in the group.

The settings of both conferences seemed to provide participants with the facilities for informal social interaction so important to the maintenance of any culture. Again about a half dozen persons found the facilities in Chicago and St. Louis unsatisfactory or at least a weak aspect of the conferences. The time and energy expended by conference planners and host project staff, consultants and presenters at both conferences was great. Indeed, the participants' positive responses are an appropriate and well-deserved reward for the combined efforts of all who assisted.

SECTION IV
INTRODUCTION

SELECTED CONFERENCE MATERIALS

The written document is a primary artifact of any modern literature culture or subculture. If the two conferences described here are viewed as important rites of solidarity and/or rites of passage for groups and individuals related to the culture of the National Teacher Corps program, then examination of the documents created and used by this group of 16 Midwestern projects should be important data for providing insights into the nature of these systems.

A wide variety of written materials was selected by the conference planners in three areas of the behavioral and social sciences. (A complete list is provided in the Appendix.)

Anthropology – the study of everything that man is and does including systematic and random, learned and inherited beliefs and behaviors.

Systems Theory and Analysis – The study of permanent and temporary systems and how elements of the temporary system can be included in the permanent system through the process of institutionalization.

Change and Institutionalization – the study of inducing and managing permanent modifications of the beliefs and behaviors of individuals, groups and institutions. In the case of Teacher Corps projects, institutionalization refers to that process by which elements from the temporary system of the project are transferred to and become part of the permanent systems of the school and/or the community related to the projects.

EXHIBITS ORGANIZED FROM GENERAL TO SPECIFIC

The exhibits in this section are organized from the general to the specific, that is, from the broad principles provided in the area of anthropology through some sample strategies for including change (for example by role playing), to the specific case study of the institutionalization of a project component.

The first two selections by Schwartz and Hsu are drawn from two broad areas of anthropology; cultural anthropology and psychological anthropology. The cultural universals framework found in Schwartz' paper maintains that all cultures must provide a set of basic functions to insure the individuals' security, status and sociability. Each culture performs these universal functions in a unique way; therefore all cultures are similar, yet different. Hsu's paper compares the psychological frameworks by which two cultures, western and eastern, view events. He encourages schools and others involved in "multicultural" education to learn about the cosmology and motivations of others before making pronouncements about other groups and lifeways.

The next set of materials by Tanner, Feldvebel and Pankratz provide definitions and examples of the thirteen key organizational concepts crucial to the understanding of systems, the processes of change and the nature of institutionalization. These key concepts used extensively by the Teacher Corps program were perhaps the most important and functional materials used by the conferees for they were reinforced for all projects at the Teacher Corps National Developmental Conference in August, 1978 in Washington, D.C.

The third set of papers by Lortie, Garcia, Lougheed and Laffey deal with the processes of change and institutionalization. Lortie's paper, prepared from a speech he delivered to conferees in October, 1977, sets out some general guidelines for the obvious and the hidden costs of change. Garcia presents role playing and simulation as strategies for the introduction and analysis of change in non-threatening settings. Finally, Laffey's paper reviews, in a case study format, the institutionalization of one component from a Teacher Corps project into an elementary school.

The papers presented here represent about one-fifth of the total array of materials distributed to conferees and projects. (See the complete list of materials in the Appendix.) The materials were used at the two conferences and viewed as valuable resources by participants at that time. Judging from the requests for additional copies of some of the materials, many of the conferees and more than half the projects found the materials applicable to their site situations. It would be interesting to survey conferees in another year to determine the degree and nature of influence the materials had on individuals and groups who attended one or both conferences. Such a follow-up investigation would be useful to future conference planners in the selection of pertinent materials for distribution.

ANTHROPOLOGY AND EDUCATION

By Henrietta Schwartz

The basic approach used here comes from the discipline of anthropology. Anthropologists concern themselves with habitual behaviors, individual and group, inherited and learned.[1] They concern themselves with human beings in institutional settings including the strains institutional settings place on individuals. They study culture, which is everything that man is and does.[2] To accomplish this seemingly overwhelming task, anthropologists use special ways of looking at the world and its parts, and special techniques for investigating that part of human behavior they wish to study.

Many anthropologists are action researchers engaged in investigations to solve immediate practical problems and their efforts are referred to as applied anthropology.[3] Applied anthropology and the studies which result from this technique serve to raise individual cultural awareness; that is, what it is in one's beliefs, background and social situation which makes him act the way he does. Educators realize that no child comes to school a *tabula rasa*, a blank page, but brings with him a background with values, norms, special language patterns, a belief system and some understanding of the mainstream culture's technology, economic system, government and social structure. Frequently, one or more of these aspects of the student's own culture are in conflict with the values and expected behavior of the school and the teacher and the curriculum.[4] The result is conflict in the student which may be acted out in the classroom, school, and community. Applied anthropological studies can help to pinpoint the probable roots of cultural conflict in a given situation as well as provide information about the culture of a school or a community or a classroom. Such studies point up the similarities and differences among social system and individual behavior and allow one to look at a situation from a holistic point of view.[5]

THE CULTURAL UNIVERSALS FRAMEWORK

The anthropologist looks at schools as subcultures[6] and at classrooms as subsystems of those subcultures. Schools and classrooms, like other systems of human behavior, build cultures which are complex, probabilis-

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References

[1]Douglas L. Oliver, *Invitation to Anthropology* (Garden City, N.Y.: The Natural History Press, 1964).

[2]Melville J. Herskovits, *Man and His Works* (New York: Alfred H. Knopf, 1949).

[3]Leslie White, *The Science of Culture* (New York: Farrar, Straus and Cudahy, Inc. 1949)

[4]George D. Spindler, *Education and Culture, Anthropological Approaches* (Chicago: Holt, Rinehart and Winston, 1963).

[5]Henrietta Schwartz with E. Wynne, J. McDonald and M. Csikszentmihalyi, *Management Internships, A New System for Youth Socialization and Learning* (Report to National Institute of Education, Washington, D.C., 1974).

[6]A subculture refers to a distinct group of individuals who share the common elements of the mainstream culture, but also possess a unique lifeway and identity.

tic and self-regulating. Also, like cultures, most schools and classrooms can be observed to have purposes, patterns and some form of coherence. One can view schools and classrooms in terms of some commonly accepted anthropological constructs or universals.[1] These *universal aspects* of classrooms and schools are built as the adult teacher transmits knowledge to the neophyte students and as they both interact with the values, skills, knowledge and attitudes to be learned from the curriculum materials. The whole process is called education, a special form of the general procedure known as socialization.

There are about nine *universal patterns* which can be identified. Each classroom, school, community and culture has some way of handling these universal aspects of behavior, but each culture or subculture displays a unique way of doing so. For example, all cultures and subcultures have a *value system* which indicates what ought to be the preferred ways of doing things or believing what is good and what is bad. All have a *cosmology* or *world view* which specifies what constitutes reality in the school, the community, the church, or the classroom. Each cultural unit has some form of *social* organization which governs individual and group relationships even to the point of determining forms of verbal address. Each system has a *technology*, a body of knowledge and skills used to perform the tasks necessary for the system to function and survive. There is an *economic system* which regulates the allocation of goods and services in the school and the classroom.

Further, there is a form of *governance* or a *political system* regulating individual and institutional behavior which specifies how decisions are made, how power, authority and influence are acquired and used, and who participates in what decision. Typically, there is a special language uniquely suited to the educational process or the subject matter of the classroom. There is an *aesthetic system* which defines what is beautiful, creative and artistic. Finally, there is a *socialization process* or *educational process* which regularizes the transmission of knowledge to the neophytes, the unlearned ones in the group. It should be emphasized that the cultural universals model is only one of many conceptual frameworks which anthropologists use to look at the world.

The examination of group behavior logically leads one to examine the factors which influence an individual's behavior in an organizational setting.

AN ORGANIZATIONAL THEORY MODEL

The general model of behavior compatible with most Teacher Corps programs is the open socio-cultural system framework of Getzels and Guba shown on the front cover. It incorporates the cultural, organizational and individual factors related to social behavior.

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[1] M. Herskovits, *Man and His Works*, pp. 227-440.

CHANGES TO BE ACCOMPLISHED

Next, at the theoretical level, anthropologists have documented the fact *that to change a culture or to introduce a new element into a culture, changes must be accomplished with the key informants in the culture and the holders of powor and influence,* Typically, these influence brokers are school administrators, project directors, and university administrators. In addition to these ascribed role decision makers, there are many sets of informal or achieved role power brokers who make decisions about what will be accepted by and incorporated into the system. The managers of Teacher Corps Projects need analytical tools with which to identify these individuals and groups. They need to synthesize models for negotiating with these groups for the benefit of the project and the clients of the system.

Third, anthropology and organizational theory are oriented toward a systems and holistic approach to problems. Frequently, the educational programs serving educational decision makers present a fragmented view of the school/community largely because of the discrete nature of university courses—one course each in administration, supervision, law, finance, research, and the like. The training to think in systems terms comes on the job or at the advanced graduate or doctoral level. The documentation of a field tested program when disseminated will make a valuable contribution to the literature on educational decision making and the skills, knowledge, attitudes and behaviors attendant to efficient and effective functioning.

USE OF OPEN SOCIO-CULTURAL SYSTEM

Finally, the general model of behavior compatible with most Teacher Corps programs is the open socio-cultural system frameworks of Getzels and Guba.[1] Three basic assumptions are made by the framework. First each school is a unique social system characterized by institutional role sets and filled by personalities with individual needs. New persons coming into a system must learn the institutional expectations to function in their roles, and in some ways institutions must have the flexibility to accommodate individual needs. Put another way, an effective and efficient organizational management minimizes the conflict between institutional expectations by adopting a transactional style of organizational management.[2] The programmatic implications of this assumption are: to train together the persons who are and will be filling the roles in a specific school community; to transmit and negotiate similar institutional expectations with them before changing components of the system, e.g., the introduction of a major curricular project, and to continue the reinforcement of goals and the satisfaction of individual needs through the professional training program.

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[1] J.W. Getzels, R.F. Campbell, and J.M. Lipham, *Educational Administration as a Social Process, Theory, Research, Practice.* (New York: Harper & Row, 1968).

[2] Transactional management is characterized by *parity* among the cooperating agencies, *roles* at the *interface* of the agencies and *negotiation* as the chief program process.

The second assumption of the model relates to the specification of role expectations when more than one agency is involved in the system. An effective program must be a collaborative one involving the major institutions in the school/community. The program should develop a participatory decision-making model incorporating input from the university, the public schools, the parents, the local community, the students and the teachers and their representative organizations.

Third, at the individual level of the model, the greater the communications and interaction among the actors within the system, the greater the effectiveness and efficiency of the system. The implication of this assumption is that the program should institute procedures to increase contact and enhance the relationships of the individuals filling the roles in the school/community.

These analytical tools should allow project personnel to describe, explicate, and predict behavior in institutions. Utilization of the cultural universals model assists the newcomer to a school, community, classroom, or culture to view the subculture systematically and pinpoint similarities to and differences from one's own experiences. The collection and analysis of data generated by the social and cultural frameworks should become part of the information base for program-planning, implementation and evaluation.

INTER-CULTURAL UNDERSTANDING: GENUINE AND SPURIOUS

By Francis L. K. Hsu

Some months before President Nixon's visit to China in 1972, an evening television newsman commented on the Venice Film Festival in which the exhibitors from Peking received much attention.

They received so much attention, he said, not because of the quality of their film, but because this was their first time around. He wryly noted that the general level of the Chinese films shown at this festival was not particularly good anyhow.

The station then showed an excerpt from a Chinese film, a kind of operatic ballet, entitled *Red Detachment of Women*. It featured many body gyrations not dissimilar to traditional Western ballet, but the men and women wore uniforms and acted and danced to a theme replete with patriotism, anti-imperialism, defeat of Kuomintang forces, and class struggle efforts. Not without obvious sarcasm the reporter concluded that the Chinese were offering exchange programs with the Americans and, with luck, we would be able to see Chinese films in our neighborhood theaters.

The reporter was not alone in his low esteem of Chinese films. During the week of President Nixon's visit to China that same operatic ballet was released over one of the T√ networks in its entirety. I made an informal poll among my students, colleagues and friends who saw it, and found most of my respondents thought it boring or unattractive. Even Joseph Alsop, a reporter who had turned after his 1972 tour of China from a vehement critic of the new regime into a high praiser of its achievements, concurred in his low opinion of the new arts in new China. "Furthermore," Alsop concluded, "the official art and . . . the official literature are awful beyond imagining."

REASONS ARE OBVIOUS

The reasons are obvious enough. Though there are exceptions such as *Man for All Seasons, Gone With the Wind, Sound of Music* and *Cabaret*, most American box-office successes today seem to be films bearing such titles as *Bonnie and Clyde, Last Tango in Paris, In Cold Blood, Deep Throat, Easy Rider, Midnight Cowboy, Adrift, Night of Dark Shadows, The Love Machine, Lovers' Ecstasy, Without a Stitch, School for Love, Free in Marriage, Lolita, The Wild Bunch, The French Connection, The Godfather*, to name but a few. Many—in fact most—of these films deal with sex, violence, and individual adventure. It is these films and others like them which our advertisers acclaim in such terms as "a sublimely erotic work of art," "a legend, a success, irresistible," "the most exciting experience," "after which sex will never be the same." The new Chinese art simply does not measure up to the high artistic standard of such American fare.

Without arguing about the relative merits or demerits of the films themselves, two things are nevertheless clear: the American film makers have sold their products well to the U.S. public and the Chinese films have not played to empty houses in China.

Some may, of course, cynically retort that the Chinese audiences like their kind of entertainment because they have no choice or have been ordered by a totalitarian government to do so. And others may, with equal facility, suspect that American audiences patronize their kind of entertainment because merchants of filth have led them down the garden path. There is probably some truth in both observations. But do they explain it all?

THE WHITE-HAIRED GIRL

One of the earliest Chinese operatic ballets created under the new government is *The White-Haired Girl* which has since also appeared on the screen. Probably many Americans have seen it since it, too, was recently on U.S. network TV. The pilot is said to be based on actual fact which occurred in a small village in a north China province between 1935 and 1939. It dramatizes the struggle of the farmers against oppressive landlords, ending in the liberation of the oppressed with the arrival of the Communist Eighth Route Army.

A widowed farmer was compelled to sell his 17-year-old daughter to his landlord for payment of a debt, following which the father committed suicide. The young girl was subject to constant abuse, raped, and made pregnant by the landlord. Seven months later the villain decided to sell her to a brothel. After an unsuccessful suicide attempt, she was helped by a servant to escape to a hidden cave where she gave birth to her child. She kept herself alive by stealing the food offered to the deities in a lonely mountain temple. After some time, her hair turned white because of diet deficiency and because she rarely saw daylight. In the meantime the Japanese invaders occupied the area and the villainous landlord became a Japanese puppet official. The Communist liberators came, heralded by a characteristic marching song, the white-haired girl was rescued, the landlord and his henchmen were dragged away to their execution. The curtain falls after the bright sun rises from the east with the jubilant civilians and soldiers singing the praises of the new era in a grand finale.

Communist propaganda some Americans would say! In a sense, yes. It was written, produced, and shown for political purposes. But the enthusiasm of the Chinese audiences could hardly be a mere artifact of totalitarian authority. Derk Bodde of the University of Pennsylvania who saw this operatic ballet in Peking during the first year of communist rule had the following to say about the reaction of the Chinese audience:

> Emotionally, they were completely one with the play and, during tense moments, roared their disapproval of the landlord, shouted advice to the heroine, and cheered the arrival of the Eighth Route Army. "Let her get him!" shouted my neighbor—a mild-looking youth two seats away, who before the play had been reading a pamphlet entitled The Chinese Revolution and Chinese Communist Party—during one exciting episode in which the heroine is restrained by her comrade from attacking the landlord. (Bodde 1950:168)

The White-Haired Girl has since become a classic in China. Over twenty years later, in the summer of 1972, I saw it twice, once on film in Shenyang in Manchuria and later on the stage in Shanghai. The Eighth Route Army has now been changed to People's Liberation Army (PLA). The film version is less animated than the stage production, but on both occasions the audience roared disapproval of the villains and bravos at the heroine and her rescuers, led by her one-time boy friend, not romantically attached to her but now turned soldier. In fact, in the Shenyang theater, a three- or four-year-old girl, held on her mother's lap not far from us, shouted "bad eggs" as soon as the villain and his cohorts appeared on the screen. Probably she had seen this piece before but the spontaneity of her reaction was unmistakable.

Why are the Chinese so excited by such a plot? Has the communist government created here something totally new in China? Have the Chinese people been so brainwashed by their new leaders that they accept whatever is fed them?

It is more likely that such new dramatic products are not totally new to the Chinese—indeed that the Chinese common man was emotionally tuned in to *The White-Haired Girl* as early as 1949 and has continued to be tuned in.

A COMMON THEME

Suffering under oppressive landlords and corrupt officials was a common theme in Chinese novels and legends—as was the punishment of such villains by Robin Hoods or good kings and just officials or benevolent supernaturals. A characteristic villainous act was the abuse of young daughters of helpless parents. There are many Chinese novels based on invasions and ravages by foreign hordes and Chinese victories over them. Other themes common in Chinese drama and literature are poverty, good deeds and their reward, filial sons and daughters risking their lives to save or avenge their fathers or mothers. Love affairs are not absent, but in most part they are not central and in the end they are usually subordinated to peace, justice, propriety and glorification of ancestors.

The concept of patriotism and anti-imperialism arose with the coming of the West. They are new—but they did not begin with Chinese communism. College and high school students used to demonstrate in the streets against an impotent government in the name of patriotism and anti-imperialism, and often volunteered in organized groups to educate the illiterate peasantry and semi-literate merchants on these and related subjects. Furthermore, the psychological distance is not that great from the old dependence on and submission to the benevolent elders and the rare but incorruptible officials to a new reliance on well disciplined cadres and liberation forces under a fatherly leader. What is new is the fact that the incorruptible official has become the rule rather than the exception and that the ability to rise against centuries old oppression is now a firmly established trend. Naturally Chinese audiences respond enthusiastically to their kind of entertainment.

What is true of the Chinese is equally true of the Americans. I do not mean that the two peoples are undergoing the same stages of development. But I do mean that, just as the new Chinese developments in the arts since the Communist revolution are not that new, American events since the late 1950's have their deep roots in the American past.

Since the 1950's, American scholars have been talking a great deal about the changing American national character and the changing American values and society. In view of the heated racial problems, the intensified polarization between the left and the right, the more violent generation gap, the appearance of youth communes, riots in and out of prisons, women's liberation, gay liberation, and many other new developments, this is understandable.

Certainly the pioneers who came to America from Europe held the notion that they were creating a new world. Ever since the beginning of the United States as a nation, Americans have prided themselves in having established a republic totally new. Americans like to claim that whatever they do or produce—whether it be merchandise or sociological theory—is revolutionary.

There is indication, however, that all of this is not so new. All that claim to change—revolutionary change—seems no more than expressions of a desire to change because it has been the American fashion to want to change, to believe that change, any change, is good. But do the new movies, novels, and theatrical arts in which sex and violence and four letter words have become commonplace represent something new for the Western man—new in spirit, new in objectives, and new in the way that man treats the world around him and goes about solving his problems?

Of course, they do not. What America has done is to escalate values, attitudes, and aspirations held dear by Western man from the beginning of Western history, thereby magnifying their strengths and their weaknesses, their rewards and their punishments. The ultra "modern" American movies are closely linked with more traditional Western fare such as *Moby Dick*, the semi-traditional work *The Old Man and the Sea*, and both of these with ancient Western masterpieces such as the *Iliad*, the *Odyssey* and *Agamemnon*.

The *Iliad*, the *Odyssey* and *Agamemnon*—especially the first two—are among the most widely read treasures of Western literature. They are taught in high schools and colleges. They are annotated and interpreted and published in numerous editions. They have been presented in films and on stages under diverse guises. I have been to several contemporary American social gatherings where the assembled recited them very much as they were recited at the Panathenaea among ancient Greeks in accordance with a law attributed variously to Solon, Hipparchus, or Peisistratus. What do they tell their readers?

To secure the return of his seduced sister-in-law, Agamemnon amassed a formidable fleet of some 1,200 ships by twisting the arms of many less powerful princes into becoming his allies, sacrificed his first born daughter to get a suitable wind, sailed to far away Asia Minor, and besieged the city of Troy for ten years until the stubborn enemy was vanquished and the city laid to waste. However, not only were the conquerors beset by weather and quarrels among themselves on their return journey, but those who made their way home were met by treachery greater than the initial abduction of Helen and hostility on the part of those they had left at home years before. Shortly afterwards, the returning heroes and their people known as Achaeans were driven out of their homelands by northern invaders such as the Thessalians and the Dorians.

APPROACH OF AMERICAN TEACHERS IS INTERESTING

Furthermore, the manner in which American scholars and teachers of English have approached these Greek tragedies is interesting. They do not as a rule discuss the social and political implications of the Trojan War. Instead they speak of the *Iliad* as "the tragedy of Achilles," dwelling on "the sufferings of the Greek forces in his absence," "the story of a great man who through a fault in an otherwise noble character (and even the fault is noble) brings disaster upon himself, since the death of Patroklos is the work of free choice on the part of Achilles," "the vengeance taken by Achilles on Hektor," and the resolution of Achilles' anger "in a grudging forgiveness by the return of the body of Hektor to the Trojans" (Lattimore 1951:17).

Illicit love, romantic or other intrigues, personal mistakes, personal suffering, personal anger, personal invincibility, personal triumph and personal freedom—and more along the same line—these rather than the individual's role in society are the central substances of these dramas intended by their authors and accepted by their audiences. The same emphasis has held sway in the West ever since.

The art, literature and drama that Westerners appreciate most are those that succeed in vivid, moving portrayal of the individual's emotions and struggles and adventures, even when the subject matter is military campaigns, pure and simple.* Since the focus is on the individual, the reason for the emotions, the legitimacy of the struggles, and the social consequences of the adventures are not the concern of the authors nor that of their audiences. The current money makers in American filmdom are merely the latest escalated expression of the same traditional Western values, just as the revolutionary operas and operatic ballets in present day China have not departed from the same old Chinese view that the in-

*For fuller examination of the thematic contrast between Chinese and Western art and literature through recent times, see Hsu 1970:17-41.

dividual is significant only as part of a larger social network. In pre-1949 China, the kinship network had prior claim over the individual; in post-1949 China, the new aim is for the national network to replace the narrower kinship network. In either case individual wishes and aspirations take second place.

Drama and literature may not always be true to life, but they certainly reflect how each people feels about itself, about each other and about the world around them. And the pattern of such feelings cannot but steer the pattern of their actions over time. It is interesting to read how Sasha Davis, the heroine of a recent best seller *Memoirs of an Ex-Prom Queen* (Shulman 1972), actually resorted to Emerson's words for strength, inspiration and guidance in her meanderings and search of independence. "We must go along; . . . I must be myself. I cannot break myself any longer for you, or you . . . Nothing is at last sacred but the integrity of your own mind. Absolve you to yourself, and you shall have the suffrage of the world." And Sasha boarded the train from Cleveland, Ohio, to Lake Placid, New York, on the first leg of her freedom quest.

PSYCHOCULTURAL CONTINUITY

From this point of view the continuity between the modern and the traditional drama and literature in both China and the West takes on added importance. In each case drama and literature are a key to past events and future directions. For how a people feel about themselves, about each other and about the world around them cannot but determine the priorities in the way they tend to conduct themselves, relate to each other and to the world around them.

Like the heroes of the Trojan War, Western men have always been eager to commit themselves to distant campaigns with or without provocation. Since they are individual-centered, they have been accustomed to define their roles, their problems, and their solutions to their own satisfaction, with little reference to how others see and feel about their roles, their problems and their solutions. Does it require great flights of imagination to see a psychocultural pattern that links the Trojan War, the medieval Crusades, and the American intervention in Vietnam?

In each case, the leading campaigners were obsessed with one objective. In each case, tremendous amounts of armed might were mobilized to achieve an objective, the significance of which was either questionable or far out-weighed by the expenditure of life and resources. In each case, willing or unwilling allies were pressed into service. In each case, victory on the battlefield did not lead to peace or happiness abroad or at home.*

*According to news reports around September 14, 1971, General Creighton Abrams told visiting Senator George McGovern that his five big problems in conducting the war had nothing to do with the enemy. These five problems were as follows: (1) racial hostility in the armed forces, (2) the use of drugs in the armed forces, (3) the dislike of the war by our soldiers, (4) the poor morale of our soldiers, and (5) the hostility against American forces and Americans in general on the part of the South Vietnamese.

The Chinese drama and literature are equally reflective of the way the Chinese feel about themselves, about each other and about the world around them. One characteristic was that the Chinese have always looked inward, fighting primarily to secure their borders or to ward off actual or potential invaders. Their life style was conservative, and they taught their children to look for contentment, to be worthy of the shadow of their ancestors. Their Great Wall does not even have a symbolic counterpart in the West, even though European rulers liberally made use of the fortified castle. T'ang, Yuan and Ch'ing emperors did embark on some wars not purely defensive, but one singular fact is that few if any of their subjects ever followed in the footsteps of their conquests to colonize the new territories. The fleets of the Ming Admiral Cheng Ho (a contemporary of Leonardo da Vinci) sailed seven different times in the South Seas and conquered their way as far as East African coasts. Few Chinese ever left China and settled away from their homeland.

DIVERGING CHINESE AND WESTERN WAYS

The world population distribution today bears witness to these diverging Chinese and Western ways revealed in their drama and literature. The population of Europe minus Russia stands today at about 450,000,000. But the white population of the two Americas alone comes to over 500,000,000. In other words, there are at least as many whites outside of their home continent as within it. By contrast, less than 3% of persons of Chinese origin are outside China today. The Chinese population in China today is about 750,000,000 (a conservative estimate) while the Chinese outside of China (including the South Seas, Caribbean, and the two Americas) comes to between 15,000,000 to 19,000,000 (estimates vary greatly).

Understanding the events and behavior patterns of another society may be compared, to be trite, with assessing an iceberg on the high seas. We can easily see what is on the surface. But to deal effectively with what we see on the surface depends upon our ability to gauge what is below. The top of the iceberg is analogous to what many observers see in a society today. But unless the observers know something about the submerged portion of the iceberg, consisting of the psychocultural patterns deeply rooted in what went on before, they are likely to be superficial in what they see or, much worse, to misunderstand what they see.

They are likely to be superficial in what they see (especially if they do not know the language) because they will fail to evaluate what is important and what is marginal. They are likely to misunderstand what they see because, in searching for meaning, they cannot but project the psychocultural premises rooted in their own past into the alien events.

I am not suggesting that some cultures like those of China and the United States are so different that mutual understanding is impossible. Besides, the problem just outlined is not peculiarly American but is one of intercultural communication in general. What I have been doing is to dwell on particular facts at some length so that they will elucidate the problems involved.

EYE-WITNESS ACCOUNT

The problems cannot be solved by more eye-witness accounts. Now that travel to China is more possible than before, will Americans achieve a greater understanding of what the Chinese are all about? Not necessarily so, even for those with extended Chinese experience. Joseph Alsop, whom I mentioned before, wrote how he and his wife argued about a question which puzzled them most, as they rode the train from China to Hongkong. Both of them found the Soviet Union and other European Communist countries depressing, in contrast to their month long trip to China, which they found "neither suffocating or depressing." "Rather than thanking God to be crossing the border (which is standard post-Russia trip response) we wished we could have had several months more." Alsop and his wife asked themselves, "Why?"

Alsop's question was well posed, I think, for I had the same feeling about Russia when I was leaving her in the summer of 1964. But I think Alsop's answer to it is quite confused.

On the one hand he said that "this new China *works* in Chinese terms," and that, in spite of the failures of the Great Leap and the devastation of the Cultural Revolution, "everywhere, you see the strong foundation for a better future being boldly, laboriously, intelligently laid. Whether in agriculture or industry, you find eye-popping achievements. So I suppose it is this sense of forward movement that answers the question we argued on the train to Hongkong."

On the other hand he could not but also note that "there was no hint of the more free life that goes on, under the surface, in the Soviet Union. A Chinese Solzhenitsyn is unimaginable. There is no underground art or literature. All march to the same drum, or they have their 'thoughts reformed'."

I suspect that neither of these reasons was what made the Alsops feel the way they did in that train leaving China. Achievement-wise we could say the same things about the Soviet Union. If we contrast Russia before and after the Revolution, don't we also see eye-popping achievements? Don't we also see a sense of forward movement? In fact, Sir Alexander Eggleston, the Australian Ambassador to China during World War II, once explained to my satisfaction in Chungking that he thought the Soviet Union *worked* because the Russians were Russians. The Australian envoy was not alone in this.

As to underground art and literature, why don't they exist in China? Why do all Chinese march to the same drum? Isn't it paradoxical that the Alsops found journey in a society where there is "no hint of the more free life" neither suffocating nor depressing, while they thanked God each time they left another one where there is not only "the more free life" but which also produced writers like Solzhenitsyn whom Alsop and his countrymen have come to lionize?

The paradox will remain a paradox as long as we only see China and the Chinese through the colored glasses of individualism. I think it is the human element which distinguishes the Chinese from the Russians as well as the Americans. I think China's forte, regardless of what else she is doing, is the way the people relate to each other and how that way of relating has been mobilized from the traditional to the new scheme of things.

The Alsops were not totally aware of this. "Our countless hosts were friendly, interesting and forthcoming. Our interpreter-manager, Yao Wei, was the most ideal travelling companion that either of us had ever encountered." But in the end the Alsops chose the typically American reason, the "sense of forward movement," as answer to the question why they wished to stay when they had to depart.

Had the Alsops really understood the importance of the Chinese characteristic they would have appreciated that the paradoxical facts sprang from the same source, that the lack of underground art and literature in China is an expression of the same human pattern where their "countless hosts were friendly, interesting and forthcoming."

THE MUSEUM APPROACH

Another common way of dealing with inter-cultural understanding revolves around what I call the museum approach. We stage East-West-Philosophers' Conferences. We organize symposia in which the participants describe patterns of family, death customs, religion, rites of passage, relationships between the generations in a variety of societies. We have libraries that can boast of hundreds of thousands of books and papers on and from the non-Western world. We have a galaxy of Asian studies or non-Western studies programs in our universities.

But the books and papers remain unread except by specialists or students under the compulsion of class assignment. At various universities where I lecture I make it a point to ask those in the audience who have read a Chinese or Japanese novel in English translation to raise their hands. The result: sometimes one or two persons raise their hands, sometimes none, and at no time more than one percent.

Even more discouraging is that, as yet, I see little or no evidence that any non-Western thought patterns have benefited American thinking with reference to any of our major social problems. The results of our investigations, and the cures or preventive measures they have led to, however sophisticated methodologically, inevitably suffer from the intellectual myopia of their designers and executors. Some of our scientific investigations are not unlike counting, classifying and "computerizing" pebbles on the beach to determine the causes of rising and ebbing of tides.*

If this sounds too absurd, consider our approach to violence or to drug abuse. Air piracy is surely a major form of violence. In an hourlong TV program by CBS (October, 1972) on hijacking, a psychiatrist, Dr. David G. Hubbard, Director of the Aberrant Behavior Center in Dallas, Texas, gave his conclusions after interviewing 48 culprits in jail. These men are schizophrenic paranoics, he says. They are suffering from a sense of failure, inadequate masculinity, they have dreams of glory forever, and they are interested in death but do not wish to die by their own hands. Furthermore, they consider any of the following four outcomes of their actions as success: (1) touching the $100,000 (or whatever amount) mark even though losing it fives minutes later; (2) death after causing another's death; (3) landing in a foreign jail after having forced the plane to land where they command it to; and, (4) even taking the plane out of its authorized ramp.

*The following paragraphs on our approach to violence were first published in *The Center Magazine* (Hsu 1973b:4-6).

Given this kind of approach it is but natural that our major attempts to prevent air piracy have been chiefly in the form of detection, force, and hoped for elimination of sanctuaries for hijacked planes. The astonishing thing is that the aforementioned psychiatrist, after concluding that "the hijacker is unique, he should be treated as such" in a Life Magazine interview earlier (August 11, 1972) which gave his views on the subject wide publicity, now admits there are an estimated 8,000,000 Americans possessing the psychiatric syndrome he describes. We may be able to stop air piracy by some of the methods of external control currently in use, but do we seriously believe that creative Americans bent on anti-social acts will not find other areas of criminal enterprises?

Is it not unrealistic to think we can successfully deal with such a large number of potential air pirates in the population by electronic detection and guards? Is it not time for us to scrutinize some of the fundamental and cherished premises of the U.S. culture to see why we have such a large number of potential air pirates?

Being confined by the traditional American line of thinking about social problems (and I do mean "traditional." The usual American way is to relegate the patterns of thinking in other cultures into the category of "traditional" while equating, openly or implicitly, American ways with "modern"), it is also not unnatural for America's top research men in the universities concerned with the air piracy problem to be as intellectually myopic as some clinicians and the general public. Thus a professor of psychology from Wisconsin, on the same TV program mentioned before, concluded that news reporting of air piracy cases stimulates more hijacking. We do not dispute the notion that "how to" reporting may have some escalating effects in all areas of crime. What I am appalled by is the low level on which our scientific talent and support is focused.*

However disrespectful it may seem to compare the dignified work of our eminent scholars with the opinion of a suburban Chicago police chief after a rash of 1972 murders, their similarity strikes us with some force. The "theory" of the police is that heavy and continuous rains drive some unbalanced individuals berserk, hence the high frequency of murders.

PREVAILING APPROACHES TO DRUG ABUSE

A look at our prevailing approaches to drug abuse and we find the same picture: punishment of the pushers, explanation of the pitfalls of addiction to our young, treatment of addicts by physical or psychological means, but nothing about the more fundamental causes of the persistence

*After writing these pages I became aware of an article by Nathan Caplan and Stephen D. Nelson, two psychologists at the University of Michigan, entitled "On Being Useful: The Nature and Consequences of Psychological Research on Social Problems" (1973, pp. 199-211). In this article they analyzed the six months' issue of the 1970 *Psychological Abstracts* (Vol. 44, Nos. 1-6 plus the semiannual index). Their findings bear out the conclusion that there exists "a person-centered preoccupation and causal attribution bias in psychological research which, when applied to social problems, favors explanations in terms of the personal characteristics of those experiencing the problem, while disregarding the possible influence of external forces" (p. 209). Both the psychiatrist and the psychologist just discussed are apparently doing the in-thing in American psychology today.

and spread of the problem in our society. For example. Under the impact of the West, China did have a drug problem for over half a century. But American scientists dealing with the drug problems have so far not been interested in or even noted the fact that Chinese drug addicts were mostly adults and old while their American counterparts today are predominantly young. That difference surely says something about the systems as causes, not the individual.

ANTHROPOLOGICAL MYOPIA

Some readers might say that this is to be expected since psychiatrists, sociologists and suburban police chiefs are not cross-cultural in their views. What about world travelling anthropolgists? Have they not gone to many societies and observed and recorded diverse cultural ways for our edification? Have their efforts not helped us to advance the cause of intercultural understanding?

Unfortunately my answer to this question is, as a whole, not encouraging. Elsewhere I have documented how the intellectual myopia of white American anthropologists has prevented them from formulating universally valid theories in a variety of subjects, from the meaning of witchcraft and caste studies to the role of the economic factor in human behavior and the so-called changing American character (Hsu 1973a). In spite of its cross-cultural protestations, American anthropology is in danger of becoming white American anthropology with cross-cultural decorations unless it takes a more open-minded approach to other competing assumptions—rooted in other cultures—about man and what makes him run.

For purposes of this presentation, I will give but one example. This concerns a phenomenon that I term "Neo-Instinctivism."* If we behave the way we do not because of economic factors, then it must be because of biological endowment, for the individualists wish to avoid focusing on man's relationships with other men at all costs. Some of the relevant publications are as follows: *The Human Animal* (La Barre 1954), *Men in Groups* (Tiger 1969), *The Imperial Animal* (Tiger and Fox 1971), *The Hunting Peoples* (Coon 1971), and, of course, *The Naked Ape* (Morris 1967).

I shall deal only with one of them, *Men in Groups.* Tiger's thesis begins with the assumption that male bonding is universal from prehistoric hordes to complex modern communities. This male bonding, which is a "spinal cord" of the human community, is probably biologically based. It is still evident among primates. It provides a "definite genetic advantage" (*Ibid*: 99) in hunting. Since the "hunting phase" occupied about 99% of human history, and since the evolution of the "hunting hominid was well under way fourteen million years ago, the selective pressure on human populations existing during (that phase was) of particular and crucial importance in determining the human genotype" (*Ibid*: 98).

*The following paragraphs on "Neo-Instinctivism" were first published in the *American Anthropologist* (Hsu 1973a: 14-15).

Up to this point, Tiger's arguments seem reasonable. What becomes untenable is that he proceeds from here to show that this "biologically" programmed male bonding is the basis of behavior patterns of today's man in politics, in play and work, in religion, in age-grading, and in voluntary associations many of which involve bloody initiations, aggression, and war.

To prove his thesis, Tiger's data concern Western man 99% of the time. The few non-Western facts he uses are incidental or contradictory. For instance, Tiger points to Madame Sun Yat-sen as an example of a female who could only acquire high office "by being politically active relatives of senior politicians who die" (*Ibid*: 73). But he does not mention the high positions of Madame Binh at the Paris Vietnam Peace talks, Madame Chiang in Taiwan, and Madame Mao in mainland China whose husbands are alive and in power. Furthermore, these Oriental women did not even gain power by any of the "constitutional and other legal restraints" which according to Tiger might "permit successful dominant females an effective role" (*Ibid*: 75).

A more basic flaw is Tiger's use of William Golding's *Lord of the Flies* as very important evidence of male bonding and aggression. A less ethnocentric anthropologist might at least have inquired as to whether comparable novels could be found in China, Japan or India. The author would have received a negative answer, not even in India and certainly not in Japan or China.

MANY DIFFERENCES BETWEEN WESTERN AND ASIAN NOVELS

It is not possible here to detail the many differences between Western novels and Asian novels and what they signify. I have treated them elsewhere (Hsu 1970:24-41). The total absence of *Lord of the Flies* type of literature in Asia is basic and critical and must be faced by Tiger if he is to make his point. As it is, Tiger takes English public school culture and its ethics of violent mastery, hierarchy, and concern about a monotheistic God to be universal human nature.

This procedure of taking an example of the Western behavior pattern to be the universal human pattern is followed by all others in the neo-instinctivistic vein. They see violence and aggression as inevitable. They echo the psychologist B. F. Skinner (1971) that all mankind is headed toward self-destruction. Somehow the real cultural differences in which the anthropologists have been claiming to be specialists for so long have been lost. When the chips are down, Western anthropologists are so immersed in their own civilizations that they mistake their own cultural ways for the ways of the rest of mankind.

Human beings are not sub-human apes. The lack of human trust, the proliferation of aggression and violence in some societies that some anthropologists have mistaken for sub-human behavior are also cultural, but they are manifestations of one variety of culture and are certainly not universal. For example, there are many societies where it is still safe to walk the streets after dark, where employees are still devoted to their employers, and where friendship among men is still lasting because they are unafraid of being sentimental toward each other.

Human beings everywhere associate primarily with other human beings; they rub shoulders with each other, confide in each other, and compete against each other. We are produced by human beings and mentally shaped by human beings; The major key (though never the only key) as to why we behave like human beings as well as to why we behave like Americans or Japanese is to be found in our relationships with our fellow human beings, not in our instincts or our relationships with animals or things.

THE PUBLIC AND INTER-CULTURAL UNDERSTANDING

Under the fad of cultural pluralism two phenomena have come about among the general public. First is the popularity of many Asian and African items, from clothes to artifacts, which adorn American bodies and embellish American homes. Second is the increase of non-white participation in formerly all-white preserves, such as exclusive clubs, desirable residential locations, entertainment, and business and industrial establishments. I note with interest that even the Chicago *Sun-Times* has recently added a daily column in Spanish. At the height of the troubles in Chicago's West Side there was a public clamor for more Spanish speaking police officers. But what has happened is no more than the opening up of opportunities for non-whites to assume white roles and white goals but strictly in white psychocultural terms.

In this context we can understand what our film makers have recently found to be "black power at the box office." As one newspaper reports: "Black films, produced by the major studios but in most cases written, directed by and starring blacks, are earning lots of green." Often the black films are but old white film stories colored black. Thus *Cool Breeze* is a black version of *Asphalt Jungle*, *Shaft* features James Bond in black face, *Blacula* is the first black vampire, and so on (*Parade* magazine, Sept. 17, 1972). Not unnaturally these and other black films prompted Julius Griffin, leader of the Hollywood chapter of NAACP, to declare the films to be another form of "cultural genocide," that U.S. blacks "must insist that our children are not constantly exposed to a steady diet of so-called black movies that glorify black males as pimps, dope pushers, gangsters and super males," and that "we will not tolerate the portrayal of black women on the screen as women of loose morals who climb in and out of bed" (*Ibid.*)

In the same context, too, we can understand why, though stories bearing Chinese themes have increased in popularity in TV and motion pictures, the actors and actresses who portray the main Orientals are white, such as the TV series *Kung Fu*, just as in the old Charlie Chan series several decades ago. A common defense of their use of whites to act the role of non-whites is the [illegible] by the studios and producers that they have searched hard for non-whites for leading roles but failed because the non-white actors and actresses don't seem to have the necessary charisma. I think the truth was probably that the Oriental actors and actresses were turned down because they looked and acted too Chinese, Japanese, or whatever; they did not fit the image the American directors and the American public had of what Chinese and Japanese should look like and how they should act.

SOME CORRECTIVE MEASURES

What can be done to generate more genuine inter-cultural understanding within the United States and between Americans and people of the non-Western world?

First, we need greatly to increase the non-Western content in our curriculum on all levels, but especially the grade and high school levels. This means not only rewriting many texts in history and social studies but also reference works such as encyclopedias where the life and events of people of non-European origins are concerned.

For example, even a recent and widely used text such as *A Global History of Man* (Stavrianos et al. 1964), produced with the support of the Carnegie Corporation of New York with the aim of providing American children with a more adequate coverage of the societies around the world, contains basic and obvious prejudices. Here World War II was made to begin in September, 1939, when Germany invaded Poland, instead of in July, 1937, when Japan began her full scale aggression against China. This position cannot be defended by the assertion that July, 1937, only marked the beginning of war between the two Far Eastern countries. For the 1939 date merely ushered in conflicts among European nations, while the United States officially stayed out of the European and the Pacific conflicts until December, 1941.

With such a view of the world it is easy for the same authors to see the entire course of World War II as a *Western* accomplishment (Stavrianos, pp. 206-14). Not only is China scarcely mentioned in the text, but she and her leaders are also absent from the pictures. Besides plates of some bombed out cities, there is one showing Churchill, Roosevelt, and Stalin at Yalta, one of Churchill, and one drawing with an American girl offering milk to a Greek child. Chiang Kai-shek, who fought aggression before any of the Western leaders went into action, and who, by his refusal to come to terms, tied down three million Japanese soldiers on the mainland, did not even make a group picture.*

As to reference works, the *Encyclopedia Britannica* (14th edition) not only gives 143 pages to its United States section against 41 pages on China, but the U.S. pages are replete with beautiful landscapes and the magnificence of the Library of Congress and the White House, while the China pages feature a land where coolies, fortune tellers, opium smokers, and primitive water wheels predominate—a picture in America's popular misconception of that Asian land. By contrast there are no pictures of American slums, ghettoes, Negro sharecroppers, Mexican migrant workers or even common factory hands.

Second, we not only need more curricular and reference materials on the non-Western world but also must have a stronger emphasis on comparative studies. In human affairs exact measurements are difficult. For example, in Lucian Pye's study of China's politics it is said:

> Since it is central to our hypothesis that their culture has repressed aggression to an extreme degree, it follows that the Chinese are likely to have very complicated and extremely ambivalent feelings about everything closely related to the force of aggression (Pye 1969: 126).

*See Francis L. K. Hsu 1970, pp. 96-98, for more evidence of ethnocentrism in this work.

We have no way of evaluating such a statement. How repressed is "repression to an extreme degree?" Yet this observation on the Chinese approach to aggression is, by the author's own admission, the basis of his entire work.

Furthermore, even if exact measurements are obtained in some instances, their scientific significance is often not easily settled. For example today we have about five percent of the employables in the United States unemployed. Yet the so-called "acceptable" level of unemployment, according to economists, keeps changing. In the early 1950's the "acceptable" or even "healthy" level was put at two percent or at most three percent. Later in the Kennedy years the figure was pegged at four percent.

MAKE SYSTEMATIC COMPARISONS

What we must do is to make systematic comparisons of whatever society or culture we study with American society and culture. Only through such an approach can we compensate for one-sided statements, which confuse rather than elucidate inter-cultural understanding. Psychoanalysts have to undergo analysis as part of their training in order to analyze their clients. Why not analysts of culture?*

Third, human beings in any society are not automatons. They do and make things, but they have feelings about what they do and how they relate. It is not enough to know that the Chinese use chopsticks, the Hindus wear saris and the Japanese have flower arrangements, or the sizes of Javanese families, the customs governing Malayan employment, and the ways Navajo Indians dispose of their dead. If we are truly interested in the human individual—and this interest is reiterated often enough—we must attempt to unravel how different people feel about the self, about each other and about the rest of the world. These to me are at the very heart of inter-cultural understanding, for it is these feelings that motivate human behavior, regulate the differing cultural premises which make human beings behave differently in different societies, and determine the individual's happiness or satisfaction in the long run.

Without waiting for the results of elaborate inquiry and testing by the behavioral scientist, results which often obscure the forest for the trees, we have a ready but so far unused source for gaining insight into human feelings. That source is literature, especially novels and poetry. How many Americans know that there is no counterpart to *Moby Dick* or *The Old Man and the Sea* in Chinese literature, or that the Chinese did not have first person novels such as *The Grapes of Wrath*, *Elmer Gantry* or *The Deer Park*? Or again, how many know that relatively few Chinese novels dealt with sex or romance and that those that did always let the social requirements overshadow the pursuit of individual happiness? Finally, how many know that the hero in the Chinese counterpart of *Gulliver's Travels* was not alone but accompanied in his advances by a friend and a brother-in-law?

*For a fuller statement of the comparative approach and methodology thereof, see Hsu 1969.

EXPRESSIONS OF BASIC APPROACHES

These are not mere exotica. They are expressions of some other basic approaches to men, gods and things. But few Americans know about such exotic matters because Americans have been brought up so exclusively on Western literature that they are led to see the struggles and problems of a Captain Ahab or an Elmer Gantry or an Achilles as pan-human. How can they feel otherwise? Their writers, critics and instructors are accustomed to speak of the human condition when in fact they are merely dealing with the condition of Western men.

There would have been nothing unusual about this state of affairs were America a closed society with its citizens interested only in following in the footsteps of their ancestors. But it is no foundation on which to build a pluralistic society. My third and final proposal is, therefore, that we increase non-Western literature not as a separate segment of our curriculum but as part of our general program of instruction and research. Instead of teaching black literature or Japanese literature only in Black Studies or Asian Studies, we should also require them, for example, in departments of English, where we teach Homer, Herman Melville, Hemingway and Joyce.

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DEFINITIONS OF ORGANIZATIONAL CONCEPTS

Prepared by James Tanner
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Prepared for Teacher Corps
Corpsmember Training Institute
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Note: Most of the terms in this paper are operational definitions, or, at least, specialized meanings for many words. The reader should recognize that widely-used "everyday" definitions of many of the terms might not apply in this context. Terms used here are defined in the context of organizational studies, for the purpose of providing a common language at CMTI.

The purpose of this document is to provide a summary description for thirteen major concepts that are considered important to the understanding of organizational dynamics. The description of each concept will include:

1. *A One-or Two-Sentence Definition.*
   This brief definition provides the reader with an initial understanding of each concept; that understanding will expand through experience.
2. *Characteristics.*
   Characteristics that are usually present when each concept can be identified in an organizational setting.
3. *Related Factors.*
   Conditions or elements that relate directly to each concept or make it what it is.
4. *Exemplars.*
   Examples of the concept in real-life settings in the community, the school, the classroom, and multi-cultural situations.

CONCEPT – INFLUENCE*

Definition: Influence is the capacity to have an impact on the course of events in an organization or on the behavior of a group or a person. The process of influence implies the presence of power or authority, but may be distinguished from those concepts in that influence, when it exists alone, generally involves persuasion. Power and authority, on the other hand, are in themselves coercive. At the same time, power and authority may be applied to the assertion of influence.

Sources of Influence: The influence of an individual, group, or organization may grow from others' fear, blind faith, or rational faith—or from a rational agreement or joint determination of both parties.

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*As the concept of *influence* is used here, it encompasses two complementary concepts, *authority* and *power*. Definitions and explanations of those concepts are provided on the following pages.

Characteristics of Influence:

Influence induces desired behavior on the part of others; that behavior is determined by the influencing party.

Influence is related to the personal, professional, and/or organizational needs of both parties.

Influence is related to the personal, professional, and/or organizational values of both parties.

Influence may expand or diminish as changes occur within the organization.

Influence has a reciprocal impact between the influencer and the influenced.

Factors Related to Influence: The degree of influence is impacted upon by:

the degree of credibility of the influencer;

the effectiveness of communication strategies employed by the influencer;

the motivation of both parties;

the ideological norms of the individuals, groups, and/or organizations which are party to an influence;

the informal structure of the organization; and,

the role sets of the individuals who are party to an influence.

CONCEPT – AUTHORITY

Definition: Authority is the right to direct the behavior of others, and to do so on the basis of one's position in the formal organization. For example, a school principal has the authority to direct certain behaviors on the part of teachers in that school.

Characteristics of Authority:

Authority is couched in the legitimacy of an organization's formal structure.

Authority is related to individuals' respective positions within an organization's formal structure.

Authority is based on the hierarchical structure of an organization.

Interorganizational Factors Related to Authority:

The norms of an organization articulate authority.

The authority within an organization is related to the perceptions which the authority figure and others hold with regard to organizational options.

The degree and nature of authority within an organization are determined by formal organizational features such as hierarchy and chain of command.

The degree and nature of authority in an organization are determined in part by organizational traditions.

Environmental Factors Related to Authority:

The degree and nature of authority in an organization are determined in part by laws.

The degree and nature of authority in an organization are determined in part by the characteristics of the suprasystem, i.e., the large system of which the smaller system is a part (e.g., the school of which the classroom is a part or the school district of which the school is a part).

Exemplars of Authority in a School:

A school principal decides on rules for pupils, announces those rules, and expects compliance.

A school principal "pulls rank" in arranging a schedule of school activities.

A language arts consultant is requested by teachers to conduct a workshop.

When asked about their status in the school, Teacher Corps Interns refer such questions to their Team Leader.

Exemplars of Authority in a Classroom:

A teacher sets classroom rules because he/she is the teacher.

Pupils acquiesce to classroom rules, regulations, and procedures.

A teacher and aide team share responsibility for arithmetic drill exercises.

Exemplars of Authority in a Community:

A community-based advisory group asks permission to hold its meetings in the school.

A parent group asks the school principal to help in securing police assistance.

A school superintendent, in consultation with the local PTA, selects a school-opening date.

Exemplars of Authority Related to Multi-Culturalism:

School rules do not recognize religious or ethnic holidays as legitimate absence excuses.

Students are strongly discouraged from using a language other than English in the classroom.

A principal selects a bilingual teacher as a counselor.

CONCEPT – POWER

Definition: Power is the ability to require particular and specified behavior. Power may be of several types: that based on coercion or rewards; that based on referent position, expert knowledge or ability; or that based on legitimate position within the organization. The presence of power implies the ability to apply sanctions in the case of non-compliance.

Characteristics of Power:

Power derives from a particular source, such as a person or a situation.

Power implies the possibility of rewards and/or sanctions.

The impact of power is identifiable.

Intraorganizational Factors Related to Power:

The degree and nature of power within an organization are based on organizational norms and on the organization's punishment and reward system.

Power may derive from the access which an individual or group has to information within the organization.

The degree and nature of power within an organization may depend upon personal competencies.

The degree and nature of power held by an individual or group within an organization may depend upon that organization's goals, setting, and control system.

Environmental Factors Related to Power: The degree and nature of power in an organization are determined in part by:

laws;

the allocation of resources which originate outside the organization;

the values and norms held by the larger community;

opportunities and constraints which originate outside the organization; and

historical factors and events which originate outside the organization.

Exemplars of Power in a School:

A school principal obtains compliance by means of threats.

A school principal decides which teachers will remain in the school the following year.

A Teacher Corps Intern fails to follow a Project Director's instructions for payroll procedures, and loses a day's pay as a result.

Exemplars of Power in a Classroom:

Students feel they have been assigned too much homework, and their teacher reduces the amount of assignments.

A teacher sets attendance rules.

Students recommend classroom procedures and the teacher ratifies those procedures.

Exemplars of Power in a Community:

Citizens reject a tax levy.

A community group boycotts a school in protest of a certain teacher's presence; the teacher is released.

A local patriotic group demands daily display of the American flag; the principal refuses, and is subsequently released.

Exemplars of Power Related to Multi-Culturalism:

An administrator hires and places staff members without regard to the cultural features of a school community.

An ethnic role model (as identified by the school administration) is assigned as the counselor for members of that ethnic group.

A school board passes a rule setting quotas for ethnic hiring and placement.

CONCEPT – MOTIVATION

Definition: Motivation is the readiness to behave in ways which individuals perceive as likely to satisfy their own needs.

Characteristics of Motivation:

Motivation is aroused by particular situations.

Motivation is variable within and among individuals.

Motivation is environmentally influenced.

Motivation is related to personal, professional, and/or organizational goals.

Motivation is energy-inducing.
Motivation is shifting in prepotency; that is, it ebbs and flows, changing its intensity.
Motivation has the potential to stimulate action.

Intraorganizational Factors Related to Motivation: Motivation may be affected by:
morale within the organization;
the style of a leader within the organization;
individuals' values;
individuals' perceptions of opportunity and restrictions within the organization; and
personal, professional, and/or organizational norms.

Environmental Factors Related to Motivation: Motivation may be affected by:
community norms;
an individual's perceptions of community-based opportunities; and,
an individual's family and other social group relations.

Typologies of Motivation:
Maslow's Hierarchy of Needs indicates that the lowest level of motivation derives from physiological needs; subsequent sources of motivation are needs for safety (i.e., security), social affiliation, esteem, and, finally, self-actualization.
McClelland's Needs Classification indicates that motivation is based on individual need for achievement, affiliation, and power.

Exemplars of Motivation in a School:
Teachers volunteer for curriculum development work (achievement motivation).
A principal joins a school faculty in determining school rules (affiliation motivation).
A department chairperson insists that teachers individually report to that chairperson for rating interviews (power motivation).
A Teacher Corps Intern chooses to work with a group which is analyzing school needs (affiliation motivation).

Exemplars of Motivation in a Classroom:
A teacher devotes extra time to helping children learn (achievement motivation).
Students arrange to perform tasks in groups (affiliation motivation).
A child seeks the teacher's recognition (achievement motivation).

Exemplars of Motivation in a Community:
A principal seeks to become identified with a neighborhood group (affiliation motivation).
A citizen enters the school board election (power motivation).

An Exemplar of Motivation Related to Multi-Culturalism: A minority teacher in a school seeks admission to a faculty social group (affiliation or achievement motivation).

CONCEPT – COMMUNICATION

Definition: Communication is the process by which information is transmitted and shared.

Characteristics of Communication:

Communication involves sending a *message* from a *source* to a receiver via a *channel*.

Communication involves the process of *coding;* the source *encodes* a message, which the receiver then *decodes*.

There is an inherent potential for *slippage* in the communication process.

Intraorganizational Factors Related to Communication:

Communication may be enhanced or inhibited by the use of available technology; the absence of technology may also enhance or inhibit communication. Either way, technological resources and constraints may affect communication.

The formal and/or informal structure of a group or organization—as well as its size—may affect communication.

The availability and use of control and feedback mechanisms may affect communication.

Role clarity, norms, values, and competence may affect communication.

Communication may be affected by interpersonal differences such as language, attitudes, and values, as well as by space relationships.

Environmental Factors Related to Communication: Communication within an organization may be affected by:

community expectations;

available resources which originate outside the organization;

suprasystem demands on the sub-system;

the stability of a surrounding or constituent community; and,

the stability of related organizational parts and role incumbents.

Exemplars of Communication in a School:

Communication in a school may pass through the organization via bulletins, newsletters, directives, handbooks, and informal "grapevines."

Communication in a school may occur through gatherings such as conferences and faculty meetings.

Interviews and surveys conducted in a school represent communication.

Exemplars of Communication in a Classroom:

A teacher uses relevant symbols in giving directions to pupils.

A teacher establishes a feedback mechanism for use by pupils.

A teacher distributes assignments in written form.

A teacher confers with pupils individually and in small groups.

Exemplars of Communication in a Community:

The school makes contact with homes in the community through a school newsletter, electronic media, school fairs, and visitations.

Communication is maintained within the school through a school newspaper.

The community makes contact with the school through advisory committee operations and public presentations at Board of Education meetings.

School-community communications take place through election campaigns and public Board of Education meetings.

Exemplars of Communication Related to Multi-Culturalism:

Report cards and other school notices are provided in the various languages used in the community.

The school provides translation services for parents who speak a language other than English when they deal with the school.

The school provides adult education classes for citizens with limited literacy skills.

School officials meet with various community groups.

CONCEPT – CONFLICT

Definition: Conflict is the condition in which there is discordance within, between, or among individuals, groups, or organizations in relation to one or more of the following: goals, values, means, status, or perceptions.

Characteristics of Conflict:

Conflict is a recurring phenomenon.

Conflict may vary in intensity.

Conflict may induce tension.

Conflict derives from identifiable differences.

Intraorganizational Factors Related to Conflict:

Conflict may emerge as a result of slippage.

Conflict may emerge as a result of resource allocation procedures.

Conflict may be caused or prevented by the degree to which communication is effective.

Conflict may be increased or reduced by particular leadership styles.

Conflict may be affected by role ambiguity and/or role clarity.

Conflict may be affected by the hidden agendas and motivation of individuals, groups, and/or organizations.

Environmental Factors Related to Conflict:

Community norms may affect conflict within an organization.

Conflict within an organization may be affected by the availability of resources which originate outside that organization.

Conflict within a school organization may be affected by the community's understanding of and support for the school program.

Types of Conflict:

Conflict in organizations may exist within the individual (intrapersonal) or between different individuals (inter-personal).

Conflict may exist between the individual and the organization.

Conflict may exist between units of an organization (intra-organizational) or between different organizations (inter-organizational).

Exemplars of Conflict in a School:

Departments or grade levels within a school disagree over budget allocations.

Faculty members disagree on the interpretation of rules for athletic eligibility.

A Teacher Corps project is located in a school whose new principal disapproves of federal support for teacher training.

Exemplars of Conflict in a Classroom:

Pupils refuse to follow a teacher's directions for classroom procedures.

Pupils in a "slow learners' class" question the fairness of grading standards.

Students protest the irrelevance and obsolescence of textbooks.

Exemplars of Conflict in a Community:

A school superintendent seeks a tax increase but is opposed by business groups.

A community religious group seeks to prevent a sex education course.

A community social service agency organizes a truancy prevention program against the advice of a school counselor.

Exemplars of Conflict Related to Multi-Culturalism:

A community group requests that a bilingual education program be established, but the Board of Education denies that request.

A black student group organizes a Black Affairs Council without the permission of the principal.

Teachers and students disagree about the appropriateness of behavior which is culturally based; e.g., unaggressive verbal behavior of Chicano or Native American pupils is interpreted by the teacher as ignorance or indifference.

CONCEPT – DECISION-MAKING

Definition: Decision-making is the process of making judgments and choices.

Characteristics of Decision-Making:

Decision-making occurs in unsettled situations which offer multiple possibilities.

Decision-making requires the presence of decision-makers.

Decision-making results from the perceived need for action.

Decision-making involves evaluation processes.

Intraorganizational Factors Related to Decision-Making:

Effective decision-making depends upon participants' competence, the clarity of goals, role sets, and the adequacy and sources of information on which decisions are based.

The effectiveness of decision-making can be affected by the formal and informal organizational structure, internal communications, rules and regulations, and the behavior, style, and values of leaders.

Environmental Factors Related to Decision-Making: Decision-making within an organization may be affected by:

applicable laws, history, and tradition which originate outside the organization;

community values and norms which originate outside the organization;

demographic factors which originate outside the organization;

participants' access to data from outside the organization; and,

the identity of opinion leaders and influencers from outside the organization.

Typologies of Decision-Making:

One set of typologies of decision-making is based on who participates in the process; in that typology, decision-making may be unilateral, shared, or delegated to others.

A second set of typologies of decision-making is based on role responsibilities within an organization. These include policy decisions, which are value-laden and relate to the broad ends and purposes of organizations; administrative decisions, which relate to the implementation of policy; and professional decisions, which relate to technical correctness.

Exemplars of Decision-Making in a School:

A principal refers most decision-making questions to the faculty.

A principal unilaterally formulates a dress code.

As a group, teachers choose textbooks which will be used.

A teacher selects library material for use with a particular unit of study.

A union conference committee sets quotas for a charitable fund drive.

Exemplars of Decision-Making in a Classroom:

A teacher chooses all materials which pupils will use.

Pupils in a class meeting make the rules for classroom conduct.

A teacher delegates to pupils the right to choose a procedure for a learning task.

A teacher appoints a pupil to serve on the principal's advisory committee.

Exemplars of Decision-Making in a Community:

A community advisory committee recommends candidates for a principal's position; the principal is chosen from among those candidates.

A group of community people participate in choosing a name for a new school.

Voters approve or disapprove a tax levy.

Voters circulate a recall petition against a school board member.

Exemplars of Decision-Making Which Relate to Multi-Culturalism:

Parents participate in the choice of multi-cultural classroom materials.

A school-community council decides which holidays will be observed in a particular school.

A multi-ethnic group of parents ratifies a school dress code.

CONCEPT – NORMS

Definition: Norms are standards that govern the behavior of individuals in particular settings.

Characteristics of Norms:

Norms are enforced by groups through the processes of review and sanction.

Norms are arrayed hierarchically; they range from the required to the optional.

Norms are developed through the process of consensus.

Norms are closely related to values.

Norms suggest implicit behavioral attainments.

Intraorganizational Factors Related to Norms:

Norms are determined by group values.

Norms depend upon the effectiveness of communication.

Norms and the adherence to norms are determined by the frequency and intensity of members' contacts.

Norms and the adherence to norms are dependent upon organizational clarity.

Norms and the adherence to norms involve the possibility of invoking sanctions.

Environmental Factors Related to Norms:

Norms within an organization may be determined by community values which originate outside of the organization.

Norms involve the concept of "community" in a particular organizational setting.

Norms within an organization are dependent upon the perceptions of rewards which are held by individuals, groups, and organizations, some of which may originate outside the organization.

Norms within an organization are dependent upon the structural features of a suprasystem.

Types of Norms:

According to *Schein,* norms may be pivotal (required for continued membership), or peripheral (desirable, but not essential to on-going membership).

According to *Litterer,* norms may be prescriptive (behaviors that should be exhibited–the "do's"), or proscriptive (behaviors that are not acceptable–the "do not's").

Exemplars of Norms in a School:

an unwritten dress code;

student identification of accomplishment as prestigious;

the associational patterns of teachers; e.g., the "pecking order," regard for school rules, association with administrators; and,

the level of participation in a teachers' organization; for example, new teachers may be expected to be seen but not heard.

Exemplars of Norms in a Classroom:

Pupils determine which teaching behaviors are fair and which are unfair.

Pupils set the standards for acceptance of new pupils.

Dress codes.

Pupils define other pupils as "rate busters" or "curve benders."

Exemplars of Norms in a Community:

Teachers are expected to participate in certain community activities, such as scouts, the YMCA, or religious groups.

School personnel are expected to live in the district where they work.

School personnel are expected not to be politically active.

An Exemplar of Norms Related to Multi-Culturalism: The behavior which is defined as appropriate by various minority groups, such behavior includes participation in ethnic holiday celebrations, relationships with authority figures, and participation or non-participation in certain extra-curricular activities.

CONCEPT – ROLE SET

Definition: Role set is that constellation of relationships which an individual has by virtue of occupying a particular position in an organization.

Characteristics of Role Set:

Role set involves *role senders, role expectations,* and *role perceptions.*

Role sets are in part determined by identifiable role descriptions; role sets are also incumbent upon those identifiable roles within an organization.

Intraorganizational Factors Related to Role Set:

Role set is determined in part by both the formal and the informal structure of an organization.

Role set is determined in part by communication systems, by norms, by influence relationships, and by personal competencies as they exist in an organization.

Role set may generate conflict and/or slippage.

Environmental Factors Related to Role Set: Role set within an organization may be determined in part by:

community norms which exist outside of the organization;

the availability of resources which originate outside of the organization;

the attitudes of clients and other related individuals who exist outside of the organization; and,

the complexity of the suprasystem and the expectations of that suprasystem.

Exemplars of Role Set in a School:

A school principal's role set consists in part of the principal, the principal's assistant, teachers, pupils, the superintendent of schools, parents, teacher union representatives, and other support personnel.

A teacher's role set consists of that teacher's subject matter supervisor, local school administrators, other teachers, pupils, union leaders, and parents.

Teacher Corps Interns in a school work with student tutors, are under the direction of a teacher, are supervised by a Team Leader, are consulted by other Interns, are administered by a Project Director, and are taught by professors from the IHE. These individuals in part make up the Intern's role set.

Exemplars of Role Set in a Classroom:

An elected class leader appoints other students for tasks; that student, meanwhile, also works with student officials in other classes and meets class performance requirements set by teachers.

A member of a basketball team associates with other students in class, and is responsible to a coach as well as to a teacher.

A student in a junior high school is a member of the school chorus, is the only member of the social studies class who takes a foreign language, and is also the class representative to the principal's advisory council.

Exemplars of Role Set in a Community:

A parent PTA officer serves on a school-community relations committee, is a social friend of the school principal, and volunteers to teach an art class for adults.

The mother of a student is a school board member; she thus deals with the superintendent, other board members, various community agencies, and her child.

Exemplars of Role Set Which Relate to Multi-Culturalism:

A student from a minority family is the only student from his cultural group in an advanced placement mathematics class; he thus interacts with other academically talented students, other students enrolled in regular classes, teachers, his counselor, and the school principal.

The parent of a Hispanic child is active in the PTA; supports school board candidates for election; and has a second child, who is enrolled in a parochial school.

CONCEPT – ORGANIZATIONAL STRUCTURE

Organizational structure is the pattern of relationships among roles or positions in an organization. The two types of organizational structure to be described here are *formal structure* and *informal structure;* those concepts are described below.

CONCEPT – FORMAL STRUCTURE

Definition: Formal structure is the planned pattern of role relationships based upon the mission and technical requirements of the organization.

Characteristics of Formal Organization:

Formal organization grows from—and implies—a hierarchy of authority; clearly-stated, written job descriptions; and specialization of organization members within prescribed organizational roles.

The formal structure of an organization is related to the stated goals of that organization.

The formal organization is characterized by prescribed channels of communication and by control mechanisms which operate within the organization.

Intraorganizational Factors Related to Formal Structure: The formal structure of an organization is determined in part by the following factors within the organization:

the organization's decision-making process;
the informal structure of the organization;
the norms which operate within the organization;
the size of the organization; and,
the competencies of staff members within the organization.

Environmental Factors Related to Formal Structure: The formal structure of an organization is determined in part by the following factors from outside the organization;

laws and regulations;
suprasystem structure and characteristics;
the identity of clients;
community norms;
the availability of resources; and,
the availability of personnel.

Exemplars of Formal Structure in a School:

A school administrative group, such as a principal's cabinet consisting of all building administrators.
A teachers' manual describing procedures for programming, reports, etc.
The assignment of pupils to grade and classes.
Agreements with teachers' organizations and/or unions.
Eligibility rules for participation in athletics.
The Parent Teachers' Association.
Subject-area departments.

Exemplars of Formal Structure in a Classroom:

Assigned seating in particular classes.
Stated rules for participation in class discussions.
Class election procedures.
Library rules as to conduct and procedure.

Exemplars of Formal Structure in a Community:

Board of Education rules governing public participation in board meetings.
A job description for a superintendent of schools which describes certain responsibilities for that individual as they relate to community activities.
An agreement governing membership on a local recreation council.
Attendance zones for particular schools, as established by the Board of Education.

Exemplars of Formal Structure Related to Multi-Culturalism:

Stated school policies on appropriate dress and hair styles for school; such policies may conflict with cultural values, mores, and norms, or they may support those values, mores, and norms.
School attendance boundary descriptions which seek, for example, to segregate or integrate a community, according to its composite ethnic groups.

CONCEPT – INFORMAL STRUCTURE

Definition: Informal structure is represented by the emergent patterns of relationships that are not called for by the mission or technical requirements of the organization.

Characteristics of Informal Structure:

Informal structures within an organization exist for an indefinite period.

Informal structures follow emergent leadership.

Informal structures have variable membership which is based on members' common needs, interests, concerns, and values. Members of informal structures tend to protect each other from other forces (or informal structures) within the organization.

Informal structures rely upon unofficial channels of communication.

Intraorganizational Factors Related to Informal Structure: The informal structure of an organization is determined in part by the following factors within the organization:

the organization's formal structure;
role sets;
temporary systems;
norms;
influence patterns;
the size and complexity of the membership of formal and informal structures;
the spatial relationships within an organization;
motivation;
leadership styles; and,
work schedules.

Environmental Factors Related to Informal Structure: The informal structure of an organization is determined in part by the following factors from outside the organization:

laws and regulations;
suprasystem structure and characteristics;
perceived opportunities for association; and,
community norms.

Exemplars of Informal Structure in a School:

In-groups among faculty members, such as the "lunch bunch" and the "old-timers."

The formation of groups according to extra-curricular interests.

Car pools.

The "grapevine" as a system of unofficial communication.

Exemplars of Informal Structure in a Classroom:

Patterns of peer leadership; for example, what *The Fonz* says is "cool."

A teacher's pecking order among class members.

Non-elected leadership for classroom activities.

Unrecognized clubs and cliques.

Unstated and/or unofficial dress norms for certain classes.

Exemplars of Informal Structure in a Community:

A meeting group of concerned parents.

Coffee klatches in homes or other gathering places.

Groups which emerge in gathering places such as laundromat, shopping centers, recreation centers, and churches.

An "extra-legal" communication network among community members.

Exemplars of Informal Structure Related to Multi-Culturalism:

The gravitation of teachers to separate social (or professional) groups according to ethnicity.

A principal's use of influential members of a particular ethnic group to gain acceptance of a particular school program by other members of that group.

Repeatedly selecting the same parents to help with school activities, rather than extending an open invitation to potential volunteers.

CONCEPT – SLIPPAGE

Definition: Slippage is that distortion which occurs as policy and/or information is transmitted within the organizational structure.

Characteristics of Slippage:

Slippage occurs during the process of information dissemination.

During the process of information dissemination, individuals may filter messages which they receive through their own perceptions and needs, altering the message which was intended; such filtering results in slippage.

Slippage is represented by content and/or interpretation which are different from those which were originally intended.

Intraorganizational Factors Related to Slippage: The occurrence or non-occurrence of slippage is determined in part by the following factors within an organization:

the effectiveness of communication;
the formal and informal structure of an organization;
role sets;
the size of the organization;
the decision-making processes used in the organization;
the availability of resources within the organization;
norms; and,
perceptual differences within the organization.

Environmental Factors Related to Slippage: The occurrence or non-occurrence of slippage is determined in part by the following factors from outside the organization:

the community's attitude toward the organization; and,
the levels and types of community involvement in the organization.

Exemplars of Slippage in a School:

A principal's plans for reporting procedures are relayed incorrectly to teachers by the clerical staff.

A principal incorrectly interprets a school board decision.

An assistant principal varies a procedure for pupil admission to the school.

A Teacher Corps Intern relies upon new teachers in the school to interpret school rules and procedures.

Exemplars of Slippage in a Classroom:

Curriculum objectives are changed by a teacher, resulting in a distortion of the curriculum's intent.

Pupils misquote a teacher in relaying messages to other pupils or to parents.

A teacher fails to convey accurate information to pupils regarding graduation requirements.

Exemplars of Slippage in a Community:

When meeting with school board officials, community agency representatives report their own ideas about what citizens want from the schools.

The superintendent of schools is misquoted by a newspaper reporter.

A local pressure group seeks to become the information transmission channel for school board policy.

Exemplars of Slippage Related to Multi-Culturalism:

A school district's personnel office staff fails to carry out school board policy dictating the recruitment of minority employees.

A teacher fails to attend a scheduled in-service session aimed at cultural awareness attitude development.

CONCEPT – TEMPORARY SYSTEMS

Definition: Temporary systems are *ad hoc* task groups that form for relatively short periods of time for a specific purpose. Such groups may establish norms and structures which are different from those of the organization(s) from which the temporary system members are drawn.

Characteristics of Temporary Systems:

Temporary systems are oriented toward specific goals.

Temporary systems address relatively short-term objectives.

Temporary systems have selected and defined memberships and flexible structures.

Temporary systems provide supportive environments for detachment from normal routines.

Intraorganizational Factors Related to Temporary Systems: The nature of temporary systems within organizations is determined in part by the following factors within the organization:

values;
norms;
the availability of resources;
the size and competencies of the organization's staff;
formal and informal organizational structures;
communication systems;
decision-making produced procedures; and,
role set.

Environmental Factors Related to Temporary Systems: The nature of temporary systems is determined in part by the following factors from outside the organization:

community norms;
outside controls on resources;
authority-power relationships; and,
the larger world's attitude toward difference.

Exemplars of Temporary Systems in a School:

A special project is established to design a new curriculum for the school.

A cluster of classes is organized into a single summer school section, incorporating new and different role relationships.

A student group organizes to protest a high failure rate.

A task force of pupils, teachers, and parents plans an all-school festival.

Exemplars of Temporary Systems in a Classroom:

Groups are formed to make specific arrangements for a classroom social event.

A group of pupils from several classes comes together to form an experimental class.

A group of pupils is established within the class to do an independent project.

Exemplars of Temporary Systems in a Community:

An *ad hoc* group of citizens investigates the school's food service.

A committee is established to monitor school desegregation.

A citizen's group is organized to promote a school tax levy.

An Exemplar of Temporary Systems Related to Multi-Culturalism: An *ad hoc* committee is formed in response to a school board policy dictating that all special task forces related to bilingual education programs be numerically representative of all ethnic groups in the district.

SUMMARY OF DAN C. LORTIE'S REMARKS ON "THE COSTS OF CHANGE"

October, 1977

Dan C. Lortie is a Professor of Education at the University of Chicago and has written many scholarly articles on the sociology of education, the socialization of educational professionals, and is the author of the seminal work, *Schoolteacher: A Sociological Study* (University of Chicago Press, 1975).

Mr. Lortie began his remarks by indicating he wanted to look at ways of thinking about change—real change. Education is full of nominal change because it is easier to adopt a new fad rather than nurturing a real change. The facade of innovation, Mr. Lortie felt, is part of the reason for the decline in the funding of educational innovations.

There are many kinds of costs which accompany real change. Mr. Lortie listed about seven of these "costs" and provided examples of each. These are briefly summarized below:

1. *Real Change Means the Doers Must be Committed.* The technical level of the organization must be willing to do the work required to accomplish the change. In a school, this means that the teachers, psychologist, social workers, etc. must be willing to implement the program for they do have a "pocket veto." Implementation hinges on those doing the work (of change) being committed to it."

2. *Real Change Means Resistance Must be Overcome.* Resistance is natural and sometimes useful. "Change is painful and requires a readiness state." The doers must be willing to work to overcome resistance.

3. *Real Changes or Innovations Have Hidden Costs.* Existing organizations which have been in operation for some time have developed "moss," a protective covering which is ritual, ceremonial and historical. Using the concepts of latency and functional analysis, these rituals or "through-time-meanings of things" become hidden. That is, the function of the moss is not immediately obvious. In fact, it may well be the moss which is holding the structure together. "Society is more complicated than it seems."

CONSTRAINTS OF SCHEDULES

A. For example, we use schedules to arrange many aspects of our lives, our family relationships, our work relationships, social contacts, etc. In a school, the interaction of adults in the building is constrained by the scheduling of classes. Informal groups are related to who is where at what time. A change in the schedule can affect the membership of these social groupings and the climate of the school in a positive or negative fashion. Therefore, one must examine the obvious patterns of behavior to determine the impact of change upon these interconnections in the system. Organizational effectiveness can be reduced by changing the adult interaction patterns through a schedule revision. Further, the principle of latency suggests that role incumbents are not always aware of the effects of their behavior on others. To change a schedule may change role expectations and violate individual needs.

B. Another example of a hidden cost may occur in attempts to change the level of parent participation in a school. It is fashionable to increase the level of parent participation. However, in some cases broadened parent participation can lead to favoritism toward some children. Frequently, the most visible participants have more power to gain services for their children. This practice violates the ethic of fairness in public education and could undermine public support of schools. The unintended consequences must be examined or dysfunctional interconnections could be encouraged as a part of the planned change.

C. In the area of team teaching, which is considered a desirable change in instructional strategy, there are several unintended effects which could explain why the innovation is not widespread. Self-contained classrooms protect the teachers' psychic rewards. Work satisfaction can be manipulated by isolation from other classrooms and from other teachers whose performance could be used for comparative purposes. If teachers have no basis of comparison, it is easier to feel they are doing well. Efforts to implement team teaching tend to be short-lived for the cost of reorganizing individual reward patterns and patterns of affect is too high.

COST OF INDIVIDUALIZED INSTRUCTION

D. Individualized instruction is the current hue and cry in preferred instructional strategies. Presumably, teaching 30 or more students leads inevitably to standardization and for some undetermined reasons, standardization is undesirable. However, group instruction is less energy consuming than individualization which required enormous effort to arrange and implement. Additional staff and resources are required to operate an effective program of individualized instruction. In many areas the costs are higher, in terms of money and expenditure of staff energies, reorganization, etc.

E. The whole area of massive curriculum change needs to be considered carefully. For example, psychologists consider the "new math" a disaster because it isolated children from their parents and reduced the status of parents as knowledgeable adults. The parents' support of the child's academic efforts is crucial, but it is difficult to support what is not understood. The new math curriculum had neither the support nor the understanding of parents.

THE HIDDEN COSTS OF CHANGE

All of the above examples demonstrate the *hidden costs* of change. Typically, these costs are hidden to the people involved in the change, or if they are aware of some of the subtle costs, they are ashamed to admit resistant attitudes. "But we will change or be changed." Mr. Lortie then listed the other "costs of change."

4. *Real Change Means Involvement is not Enough.* "Change will happen anyway and we must live with it and adapt to it."

5. *Change is Unavoidable.*

6. *The Costs of Change Can be Anticipated If:*

a. We overcome attitudes of superiority. Frequently, organizational change agents see themselves as missionaries.

b. We must suspend moral judgement and look objectively at all of the consequences of the change. Sympathy and empathy should be extended to those who need to change.

c. There is a need to gather information which is not readily available concerning the change. We must work to find out how people feel about the change and respond to those feelings.

d. We must plan within the framework of a larger context and see how the planned change fits into various personal networks, e.g., families, feelings, social relationships.

e. We must check out overlooked alternatives and make lists of those which seem reasonable.

Social scientists talk a great deal about the art of change. There are lessons to be learned from politicians in the art of making deals. A guiding principle might be, "in the art of effective innovation, don't expect something for nothing." It is necessary to do everything possible to remove the sting from the disturbances caused by change, but realistically one must expect some accompanying pain.

7. *Real Change Means Real Compensation to Those Being Asked to Change.* Compensation can be found. There is a need to imagine ways to ameliorate the costs of change.

Finally, innovators must consider in systematic ways what are the costs and effects of change. Mr. Lortie concluded his remarks and then responded to questions from the audience. Several of the questions and answers are shown below as examples.

QUESTIONS AND ANSWERS

Question: Would you comment about the changes related to individualized instruction and "mainstreaming" under Public Law 94-142?

Answer: The assumption of a knowledge base in special education is a fallacy. "Those underdogs (special educators) are going to get their revenge" by involving all teachers in the education of children with special learning problems. There is an enormous cost involved for the kind of individualization that is being considered in PL 94-142. Mr. Lortie viewed the whole issue as a kind of "time bomb" and suggested that an appropriate reading would be *Tales Out of School.*

Question: At what point do change agents need to change?

Answer: School administrators who do not recognize incompetents and get rid of them are the most dangerous form of change agent. Teacher organizations should police their own for they "are too soft on teachers who should be dismissed." Change implies accountability. Education means accountability and it is inefficient and noneducative to carry someone who fails at his/her responsibility.

Question: A series of questions was asked concerning the changes anticipated as a result of PL 94-142.

Answer: The area is in intellectual shambles and there is a possibility that there are more kids classified into special education than necessary. Why shouldn't we treat special kids in a special way? The practices may have been bad but the concept is useful. Mr. Lortie foresees much conflict in the definitions of what constitutes a handicapped child and the proclivity to widen the definition to garner political power.

Question and Comment: (representative of Chicago Teachers Union) The union is not responsible for incompetent teachers and we must allow those accused of incompetence due process.

Answer: "I agree with you, but I lament it." The structure of unionism creates problems in designing and implementing any evaluation scheme. Teachers should be evaluated through a system of peer review; teachers should make the decisions about who enters the profession and who stays in the profession, if they are "professionals." For teaching to become a profession, there must be self-monitoring. It is not possible to produce superior schools through the use of dollars alone. Either teachers learn to monitor themselves or there will be more pressure for lay groups to do the monitoring in a market place ethos.

SIMULATION ACTIVITIES IN THE DECISION-MAKING PROCESS

By Juan Garcia, Chairman
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Simulation games or activities, if properly used, can be effective teaching tools in aiding groups and individuals experience realistic situations and/or conditions, with the desired end being that they may develop realistic solutions to them.

A basic principle of simulation activities is that "people learn from the dynamic consequences of their own actions."[1] That is, through sense-oriented feedback, wherein individuals can experience or "feel" the effects of their decisions, they can form the basis for self-corrective choices.[2]

Bruce Joyce and Marsha Weil have defined simulation as "a training device that represents reality relatively closely, but in which the complexity of events can be controlled."[3] The fact that such events can be controlled in a simulation is important, for learning tasks or tasks involving decision-making can be made less complex. This is critical for the administrator or decision-maker to understand, since problems and issues confronting them are usually complex and consist of a series of interrelated events and factors. Through simulation, one can stage and examine individual factors more closely. As an integral part of this process individuals or groups can be taught, through simulation, to anticipate problems or examine possible approaches to dealing with situations that may arise before, during and after the decision-making process. Thus learning can occur through self-generated feedback.

SIMULATION USED TO INTRODUCE CONCEPTS

Simulation activities can be used to introduce concepts or they can be used to aid in the application of those concepts with real-life situations.[4] In either case the facilitator should familiarize the participants with the concepts to be examined. This can be done through a variety of methods including lecturettes, readings, and analysis of case studies which contain those concepts. The fact is that simulation activities require preparation both on the part of the facilitator and the participants. Simulation activities should not be conducted in situations where participants are totally unfamiliar with the concepts or issues which will be explored. The facilitator should also have set goals in mind and an understanding of the subject matter. In this way the facilitator can select the appropriate simulation activity and direct its focus to better aid in the communication of

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[1] Marsha Weil and Bruce Joyce, *Teaching and Learning: Social Models of Teaching* (Omaha, Nebraska: Center for Urban Education, 1976), p. 174.

[2] *Ibid.*, p. 164. This sense-oriented feedback is based on the concept of cybernetics where instruction is designed to create an environment which provides the learner with full and immediate feedback.

[3] *Ibid.*

[4] *Ibid.*

information *via* an experiential format. Remember that simulation activities deal with both the intellectual and emotional spheres. More often than not the emotional involvement of participants will be high, primarily because they are dealing with real-life situations. Thus the facilitator must be especially sensitive to the possible outcomes and consequences of such activities and be prepared to deal with them. That is why a clear understanding of the desired goals and a strong familiarity with the simulation activity on the part of the facilitator is of utmost importance.

One game that is suitable to the study of organizations, their structure, function and operation is the *Road Game*.[5] Through this activity participants can begin to examine and apply organizational theory and the organizational concepts identified by James Tanner, Alexander Feldvebel, and Roger Pankratz for Teacher Corps. Those concepts are: Influence, Power, Authority, Motivation, Communication, Conflict, Decision-Making, Norms, Role Set, Formal and Informal Organizations, and Slippage.[6] Like other simulation activities the *Road Game* ". . . implies a theory about behavior in the area of life being simulated."[7] This theory is implicit in the rules of the game and in the anticipated outcomes.

GAME HAS FOUR PHASES

Like other simulation activities the *Road Game* simulation has four phases, which are collectively referred to as the syntax. The first phase is the orientation, which explains what the simulation is about and introduces the concepts (in a very general way) and the rules governing the game.

According to the authors the "game is about the many ways that people interact when they are members of teams and have a job to do."[8] The purpose of the game is to have "four groups interact by drawing 'roads' from one area of a map to another. The groups choose leaders, who negotiate with each other to build roads and resolve conflict, first through bargaining or direct action and later through a judicial procedure."[9]

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[5]Rules and explanation of the *Road Game* are found in *Strategies to Introduce the Concept of Conflict* by Barbara F. Brown, Robert E. Freeman, George Larson, Don McIntosh and Lee E. Thompson (San Francisco: East Bay Council for the Social Studies and California Council for the Social Studies, 1974), pp. 85-100.

[6]For more information on these concepts see *Perspectives on Organizations*, Volumes 1 and 2, by Ronald G. Corwin and Roy A. Edelfelt, edited by Theodore A. Andrews and Brenda L. Bryant (Washington, D.C.: AACTE-ATE, 1976-77; and *Applications of Organizational Concepts to Teacher Corps Projects* (Omaha, Nebraska: Developmental Training Activities, Center for Urban Education, 1977).

[7]Joyce and Weil, op. cit., P. 167.

[8]*Road Game*, op. cit., P. 85

[9]*Ibid.*

PHASE ONE

During phase one, participants are almost immediately exposed to the decision-making process since they must divide themselves into four equal teams, agree upon a leader and a master road builder, who must be someone other than the leader. They are also exposed to the concepts of temporary system, motivation (which involves the will to do something—in this case join a group and play the game), and role set since the groups are hierarchical in nature. Furthermore it introduces them to power, influence and authority since it is the leader who must speak for the group, the master road-builder who draws the roads, and requires the unanimous consent of the group in order to permit another group to construct/draw a road in their territory. Of course communication between groups and among individuals is occurring throughout the game. Participants must be able to listen, paraphrase, interpret, clarify and use feedback throughout the entire process.

The second phase involves training the participants. Once the teams have been formed and observers selected, the facilitator then reads the rules of the game to the participants. The rules themselves are purposely long and complicated, and are made even more so by the fact that they are read only once by the facilitator without interruption. This increases the possibility of slippage and emphasizes the need for good listening skills since in many ways knowledge of the rules represents a form of power in the game. The same can be said about knowledge or information in organizations.

THIRD PHASE

The third phase involves the actual simulation exercise, which is divided into two parts. Part one is the process in which each team builds as many roads as it can. The roads must begin within one's own territory and extend to the outer perimeter of another group's territory in order to count. The second part of this phase occurs after the road building is completed and the facilitator, at his/her own discretion has called time. This phase involves a hearing or a judicial process wherein all of the groups, after having counted and recorded the number of roads to the perimeter of the map, are each given, one at a time, an opportunity to challenge roads built by other groups on their territory. The two teams who are not involved in the litigation are to listen and serve as the jury once the respective sides have stated their cases.

Many of the organizational concepts are also apparent during both stages of phase three, and the observers should be instructed to look for specific instances in which they occur and to discuss them during the debriefing. The observers should also closely examine the group processes and dynamics both within and between groups. Their reports will help focus on the concepts and reinforce the goals and purposes of the simulation. The reports will also serve as a good basis for discussion by the group as a whole.

FOURTH PHASE

The fourth and final phase of a simulation, and perhaps the most important, is the participant debriefing in which they are given the opportunity to summarize what occurred and to present their perceptions, feelings, ideas and insights. The facilitator should also encourage further exploration of the organizational concepts under study and elicit some response as to how the simulation succeeded or failed in creating a real life situation.

Of course much of what occurs during the *Road Game* is conflict-based, especially since the competitive aspect so often enters into it. Thus, individuals should also be encouraged to look at conflict and its effects on both the individual and the group. Hopefully, this will lead to an examination of one's behavior as well as that of others in conflict situations and how their role or status in an organization, whether formal or informal, affects that behavior. Of course role set and norms also have an effect in dealing or not dealing with conflict, just as they affect how one functions in an organization.

The group or the facilitator may also wish to examine or explore the factors which caused conflict(s) and what things made the conflict difficult to resolve. Related to this one may wish to study the strategies employed by different groups or individuals to achieve their goals, both real and perceived. And finally one might want to ask how much of the conflict was brought about as a result of the rules, norms and formal organizational structure and how much of it was caused by personal attitudes, values and perceptions.

The above information about the *Road Game* is designed as an example of how a simulation activity might be used to aid decision-makers in undertaking organizational concepts and their functions. It is also a suggested strategy for training staff or community people in the functions and concepts of organization.

USE OF SIMULATION ACTIVITIES

The author strongly espouses the use of simulation activities, role playing and other social interaction models which focus on the processes of social interaction and relationships, and the identification of strategies or approaches to their resolution. The use of social interaction models are of particular importance when it comes to dealing with community groups. Community groups are by and large temporary in nature and as James Tanner states, "form for relatively short periods of time for a specific purpose." Or they are brought in by the formal structure in order to have them partake in the decision-making process, where more often than not, their input is at best minimal given the constraints extant in a formal structure and their real or perceived lack of power. The end result of such groups, particularly those falling under the second category, is that they soon drop away, not because of apathy or indifference but largely because of frustration and the belief that they are non-contributing members. Thus, not having a sense of ownership in what is being decided or done they withdraw from the process.

Activities such as simulation and role-playing are one way to get a larger number of people involved. They can also provide people with a tangible sense of progress, if not of accomplishment. Such a perception can work wonders in getting people more involved in the exploration of ideas and in the discussion of issues. The important element in helping to build better school/community relations and cooperation is involvement, in providing people with a sense of belonging. Also important is effective two-way communication and in making people, whether staff or community, feel that they are moving toward a desired objective. To get people actively involved and committed, especially community people, they must see tangible progress and have a sense of ownership in helping to achieve a desired goal. If decision-makers can create such an environment, then they have a good beginning in dealing with crises and problems, they have increased the possibility of greater input and support from a cross-section of people, and they have increased their chances of implementing effective change.

CONCLUSION

In conclusion, social interaction models such as simulation activities can, if properly used and augmented by other strategies, teach critical thinking and analysis, and thus provide improved skills in the decision-making process.

AN INTERESTING THING HAPPENED ON THE WAY TO A DECISION: THE ENVIRONMENT GOT IN THE WAY

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Have you ever wondered why some of your decisions didn't seem to work? Especially some on which you spent a great deal of time and tried your best to be logical and rational. You may have even used your tried and true decision making model. One which might take you through a six step progression of 1) defining and limiting the problem, 2) conducting a force field analysis, 3) establishing a specific focus, 4) formulating a set of possible solutions, 5) selecting from the solutions the one most likely to succeed, and 6) implementing your decision. It would only stand to reason that this plan of action should work. Especially since you did it in the quiet of your office, no one around to distract you, with sobriety being the order of the day. Even with all this going for your decision, it still missed its mark. If your decisions continue to do this with any degree of frequency, chances are the problems you face will intensify in nature, and the effectiveness, to say nothing of efficiency, of your organization, will decrease. The credibility, power and influence of the decision maker and leader will be seriously affected.

Why should this happen? Well, you can chalk it up to the complexities of the times and go home for less sobering deliberations. However, before you quietly steal away, let me suggest something. Some decisions can be made in the quiet of your room by yourself, and in a purely logical, rational way, but some which deal with and affect others in an organization need to be made within the context of the environment of that organization. This environment can be described and defined in several different ways, but the most comprehensive, theoretical and yet practical is that developed in the Getzels-Guba social systems model.

ENVIRONMENT CONSISTS OF TWO DIMENSIONS

The environment of any organization, or social system, as developed in this model, consists of two major dimensions. The one represents the more formal aspects of the organization, its goals and objectives, as well as the roles people play and the expectations held for these roles within this structure. This dimension is further amplified against the backdrop of the culture in which this organization functions and the ethos, mores, and value structure of that culture. The second dimension of the environment is the personal one, consisting of the individuals in the organization as physical, cultural beings with unique personalities and needs, potentialities, and values. The environment, therefore, has these two dimensions, the formal organizational dimension and the individual personalized dimension, and these two dimensions are in constant interaction and transaction, one with the other. What is described is an environment that is not static but rather is in a dynamic state of development as it shifts, adjusts and becomes operational.

The organizational environment of a temporary system, such as a Teacher Corps Project, can also be described using these two dimensions. However, its dynamic state of becoming operational may reach hurricane proportions at times. If you can nail some of it down, you can go on to

deal with another little gust of wind. The interdependent, dependent relationships your temporary system will have with other social systems such as the school system, individual schools, the larger community, and specific communities and subgroupings, and federal, state, and local agencies. These other systems control our rights of passage in varying degrees, and yet by our temporary nature and desire to inquire, create, experiment and influence, we must maintain a degree of independence, and support our own identity while seeking the support of these other systems.

ENVIRONMENT IS COMPLICATED

No wonder so many decisions are cut off at the pass by the environment. The environment is very complicated, especially given its dynamic nature. But it does not have to be immobilizing to the decision maker. Early decisions that are made as a temporary system is being designed need to be based on a careful assessment of these various environments. The new environment being created needs to accommodate and negotiate with the conflicts which exist within the various environments and between them. The goals and objectives established for the temporary system must be manageable, realistic, and ones which the environments of these other systems can identify with, while at the same time giving you some latitude in which to operate. It also requires a certain decision making style both in these initial stages, as well as throughout the life of the project. This style must be one whereby decisions are made to accommodate and reduce conflicts between the formal side of the organization and the individuals involved in this transaction. This decision-making style must support parity and negotiations with other systems and increased communication and interaction on the part of all those individuals involved. The more efficient we are at making decisions in this fashion so as to resolve conflicts, promote negotiations, while establishing participation, the more effective we will be. Beyond skills, this requires an abiding faith in group process. Faith in what a group of people can accomplish, even on a short term basis, when they can decide upon goals together, and work on their accomplishment. It requires time to train together and develop patterns of communication, trust, and a willingness to share and accept ideas, thoughts, and perceptions. It requires a willingness to take risks, to change when necessary, and design new directions. It also takes a leader who will allow others to get involved in this decision-making process.

The importance of the organizational environment to the decision-making process cannot and should not be minimized. Understanding the dimensions of this environment is crucial. It is crucial to the success of the project and, to a large extent, it determines the quality of life within the Project. Get to know your environment, be skillful in assessing it, and using it, and it will enhance and support decisions that are made.

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ANALYZING THE CHANGE PROCESS: A CASE STUDY OF INSTITUTIONALIZATION

By James M. Laffey

The Decision Makers Conferences focused on the institutionalization of changes from the temporary Teacher Corps system to the permanent LEA system. Implicit in conference activities was the belief that knowledge about the process of change and analytic concepts to understand change facilitate institutionalization. The purpose of this article is to document the development and institutionalization of a Teacher Resource Center into the permanent organization of an elementary school. The analytic concepts of roles, norms, motivations will be used to explain the change process.

INTRODUCTION

To make beneficial and lasting changes in schools through teacher inservice education is difficult. The history of innovations through inservice programs is replete with programs that lasted only as long as the special funding was available. For example, a report on innovations supported by the Ford Foundation during the 1960's states that, "The result, usually, though by no means always, was a return to traditional operations."[1] Cogan in a review of inservice education suggests that beneficial changes in schools will not result from inservice programs because these programs are, ". . . often starved for resources, deficient in *esprit de corps*, and intermittent rather than continuous."[2] Cogan adds that, "Inservice programs . . . often have more form than content and too often represent a poor use of scarce resources and a waste of teachers' time and efforts."[3] Further Joyce et. al. state that, "There is such a great discontent with inservice education that many professionals and non-professionals regard it almost as though it did not exist."[4]

In response to this picture of a moribund inservice education, projects that do make positive gains toward beneficial and institutionalized change should be documented and attempts to explain and generalize the processes of change should be made. This report is about the development and institutionalization of a resource center at an elementary school. The purpose of the report is to explain the institutionalization of the resource center by using the analytic concepts of norms, roles, and motivations. These analytic concepts are tools to organize and understand the data gathered through non-participant observation and interview techniques.

SETTING

Hinton elementary school is located on the southside of Chicago and was part of a two year Cycle 11 Teacher Corps Project. The student population is black and falls below national norms in reading and mathematics achievement scores. The faculty is integrated, but predominantly black, and many teachers have degrees or hours beyond the B.A. level.

The foci of this report are cadre activities toward the development of a resource center for teachers. The cadre was instituted by the Teacher Corps Project to offer an inservice means for solving problems at the school. The cadre included teachers, the school principal, role specialists, interns, community members, and Project staff. Further descriptions of the cadre and its activities are found in Johansen and Laffey (1977)[5] and Laffey (1978).[6]

DATA COLLECTION

The techniques of non-participant observation and key informant interviewing were employed. Non-participant observation is a method of collecting data on activities in naturalistic settings with minimal obtrusion for those activities. Recorded observations consisting of detailed accounts of verbal and non-verbal behaviors, affective climate, group activities, and group attendance were made. In addition to the observation notes interviews were conducted with key cadre members to obtain their perceptions on the functioning, activities, and value of the cadre.

OVERVIEW OF CADRE ACTIVITY

The Hinton cadre began in September, 1976 following summer role training workshops. The cadre met once each week for two hours to work on school related problems. One of the problems addressed in the cadre was the establishment of a teacher-learning center. The teacher-learning center was envisioned as a site and resources for teachers' continued education. The Teacher Corps Project had as a major goal the development of this center which could be useful for the entire district. Many difficulties arose during this first year which pre-empted work on the center. For example, the video equipment never was fully functioning nor reliable.

At the end of the first project year little or no progress had been made toward establishing a teacher-learning center. Other problems for the project began to develop. A number of cadre members grew frustrated with the inability or slowness of the cadre to make progress. The following comments about the cadre were recorded during the second semester of the 76-77 school year: "Nothing was done," "I don't see where we're working on those problems," and "Here we go again spinning our wheels."

Data show that the average attendance of teachers decreased during the second semester: Feb. - 12.2, March - 10.8, April - 10.3, and May - 9.5 in teachers per session. Also, the average attendance for teachers during the third semester dropped to 2.5. The decrease from the second semester to the third semester is also attributed to a large scale forced transfer of teachers by the Central School office to achieve racial integration.

In summary the prophecy of Cogan – that beneficial changes will not result from inservice programs – was being fulfilled. The expectations of many teachers appear to be that inservice programs have little utility. The frustrations and slow progress of the first year confirmed these expectations, and many teachers considered the project a disappointment.

During the third semester the cadre began by re-focusing upon school needs. A major event of the third semester was the revitalizing of a plan to develop a teacher-learning center. The cadre revived the idea, reworked the plan, and made the development of the center the focal task for the last semester of Teacher Corps.

FOURTH SEMESTER WAS DIFFERENT

The fourth semester was very different from any of the preceding three. Two factors not present in the earlier semesters were: 1) cadre members would be compensated for their time, and 2) the cadre had a self-determined specific task (which included many "nuts and bolts" activities) of creating the center. During this fourth semester teachers' attendance increased to an average of 7.4 per session.

The cadre's first activities were to plan for the center's purposes and its physical decor. Emanating from these plans were activities to actually create the center: clearing debris from the room, putting up bookcases and wall coverings, deciding on purchases for materials, installing additional light fixtures, acquiring supplies, and the like. These efforts culminated in the completion of the center—now titled the Hinton Resource Center. The Center's primary purpose was to provide teachers with a wide range of instructional materials as well as opportunities to create new materials. The Center would also be available for school administrators and parents.

The fourth semester ended with two major events. First, a gala open-house for non-cadre Hinton staff members was held. The staff at Hinton seemed impressed by what had been accomplished and excited about the new resource for their instructional use. Second, the cadre group was able to include the Resource Center into the formal organizational structure of Hinton school. This was achieved by forming a Resource Center committee which became part of the school's committee structure, and by eliciting formal commitments for continued work on the Center from cadre members.

GROUP FUNCTION OF THE CADRE – ANALYTIC CONCEPTS

The following sections will use the analytic concepts of roles, norms, and motivations to discuss the development and institutionalization of the Resource Center. Understanding the changes in group function is important for explaining the development of the Center and its inclusion into the permanent organization of the elementary school.

"*Role set* is that constellation of relationships which an individual has by virtue of occupying a particular position in an organization."[7] Implicit in this definition is a belief that roles are prescribed by perceptions and expectations, and that role expectations influence behavior. Role relations during the first cadre year were characterized by a lack of clarity as to expectations. The lack of clarity may be attributed to several sources. First, the principles of group function established for cadre activities were based on role parity and collaboration among members. This group structure implies expectations very different from the roles maintained in regular school activities.

The typical role of the elementary school teacher in school activities and decision making is neither collaborative nor influential. For example classroom teachers are often isolated from one another by a closed campus system and rarely engage in administrative decision making outside of the classroom. At Hinton the regular schedule does not provide for teachers working together, and many teachers reported feelings of isolation. For example one teacher responded to an interview question about teaching methods in the school by stating, "I've never even observed another classroom so I have no way of knowing, and no one goes into my room."

The extent of teacher involvement in school decision making also was indicated by the interview data. The school has committees of faculty for several areas of concern (e.g. a reading committee). Different interview respondents suggested differential levels of influence for committee members. Some members of the school community were viewed as having more influence in the decision making processes of the school than others. It seems sufficient to say that a collaborative role parity model for interaction and decision making was not in operation at the school. As one teacher stated, "There may be a few people on the faculty and a few other people who are in other than classroom positions who are sought out for advice or discussing a topic, but ultimately I feel the administration makes most of the decisions."

TEACHER ISOLATION

The comments on teacher isolation (lack of collaboration) and lack of role parity in school decision making are not intended as criticisms. Indeed these characteristics are typical of elementary schools and may be functional for an institution which emphasizes classroom instruction, values skill acquisition, and is confronted by a scarcity of resources and time. The purpose of these comments is to contrast the normal role relations of the school with those aspired to in the Teacher Corps Cadre — that is role parity and collaboration.

Another factor problematic for the development of the cadre was the difficulty in implementing a structure which would allow role parity and collaboration. Several actions of the corps staff may have been debilitating for the acquisition of role parity. The need for accountability and the requirements of motivating teachers already fatigued from a day's labor in the classroom may call for more than a collaborative democratic procedure. These needs were met by the Corps staff through organizing, structuring and accountability.

During the first year the members rejected the plan for cadre organization established by the Corps staff and through negotiation took leadership of the cadre. The cadre members then attempted their own system for implementing role parity and collaboration. This system also concluded in disappointment for the members.

During the first year of the cadre roles were not differentiated, clarified or assumed by members. There was a reluctance by members to take on responsibility for collaborative work. It should be pointed out that many aspects of the Corps Project were successful this first year, but that most of the cadre related accomplishments were products of individuals or pairs of individuals working on tasks. In summary it appears that the regular school roles were maintained and this led to frustration with the function of the group. Members' comments included: "Too many times there have been good ideas that never got followed through," "I was disappointed." "People were misinformed, they looked at the cadre as another course. Emphasis needed to be placed on what it was all about. Maybe we tried too much."

The functioning of the fourth semester cadre is in contrast to the first three semesters. Role distinctions were made and established as part of the temporary system. Members no longer perceived themselves as elementary school teachers working independently of each other nor as students in an inservice class, who relied upon the instructor for direction and motivation. Different members became responsible for different group related tasks. A convenor was chosen (no convenor had been selected for the third semester). One member became the secretary. Another member became the chairman for the coming year, while others became committee persons. Similarly expectations for contributions and accountability were clearly evident among the group.

ANOTHER IMPORTANT ROLE CHANGE

One other role change important to the cadre was the position assumed by the project staff person. He became more open in his directiveness. For example contrast his statement at the January 18th meeting (fourth semester), "I know I'm railroading this through," with the statement of the project director at the first meeting of the third semester, "All participants should have equal participatory rights, and there will be no one in particular in charge of the cadre." This increased directiveness, task orientation, and frankness appears to have been favorably received. When members were putting together a pamphlet for an open house they asked the staff person for his title. He responded, "facilitator." One member stated, "I don't like that, it should be more like catalyst."

The change in roles and the willingness on the part of the members to accept new roles allowed those members of the cadre who had influence or power in the school to use their influence in the cadre. This facilitated the task accomplishment of the group. For example, one teacher who was respected by cadre members and known to have influence with the administration was selected to be the chairman. Also expectations were made upon cadre members, especially those who participated in special programs and had additional instructional resources, to make those resources available to the Resource Center.

SHARED TEAM RESPONSIBILITY

The role structure which emerged from the cadre features neither the isolation and vertical decision making relationships characteristic of most schools, nor the role parity emphasized by the original Corps model. What seems to have emerged is a structure analogous to that of a team which shares responsibility for making contributions and holds members accountable for certain functions prescribed by their positions on the team. Several members stated that the cadre brought about sharing which did not regularly occur during the school year. For example, one member said, "The cadre opened up new levels of sharing." Another member summed up what seemed to have been a feeling held by many towards the end of the second year by stating, "The cadre provided an avenue for us to get down as a team. There isn't much time during the day to converse about problems. It was one of the most fruitful parts of Teacher Corps, actually to get to work with the tangible problems."

NORMS

Norms are evaluative standards designating what is accepted and what is rejected. Norms identify those behaviors which are shared and considered binding for membership in the group. The first year cadre was characterized by normative features of: voluntarism, mutual protectiveness, and exchange equity. Voluntarism referred to members adherence to a system where all contributions were made voluntarily. Demands, requests, or expectations that contributions be made were seen as violations. Mutual protectiveness meant that members clustered to protect individuals. The norm of exchange equity referred to members' standards for maintaining an equal balance between individuals' inputs and outcomes.

The norms of voluntarism, mutual protectiveness, and exchange equity for input-output reflect a tentativeness of commitment. Members avoided responsibility or accountability for the cadre goals. This avoidance is implicit in role confusion or lack of certainty about relationship requirements. It appears that individuals, as individuals, did accept responsibility and worked on several endeavors, such as: the skill bank, awards assemblies, etc. The avoidance of responsibility that is referred to above, was evident when members were brought together to act as a group. These inferences about norms support the earlier findings that new roles were not strongly taken during the first year. (See Johansen & Laffey for further descriptions of first year norms.) Teachers maintained an individualistic position, and were reluctant to be responsible or accountable for group work.

It should be noted that the norms developed by the group were appropriate for the individuals. Until members could be sure of a return on their investment of time and energy, they were reluctant to commit their resources to the cadre. As one teacher stated, when asked why members did not return for the third semester cadre, "Nobody showed up, because,

well, two people said that it was their impression that it wasn't worthwhile, nothing was going to be accomplished." Those who did return, however, had a different impression. One member during the October 11th meeting of the third semester in discussing the first year cadre stated, "We didn't know what we had. I think it was fairly successful." The impression of success or value seems an important criterion for commitment. This may be pertinent in an environment where time and energy are considered scarce resources.

The norm of voluntarism continued on through the third semester, but an awareness of a need to overcome this norm was apparent. For example, another teacher later in the October 11th meeting stated, "I think the responsibility of each person should be spelled out." The project staff person welcomed this remark with, "I like that myself. I think that's a good suggestion." However, when the project staff person later asked the same teacher to "write out the responsibilities," the teacher declined. Also, later during the same session the project staff person said, "There are persons here who don't have anything to do; if they would like to, please speak up." Only two interns volunteered to perform tasks. All of the rest of the items were left for the project staff and school administrators. This became characteristic of the third semester.

MANY CHANGES

The fourth semester brought many changes. The development of "team" roles was accomplished by a norm of contribution and the assignment of responsibilities. It should be noted that these changes did not occur in a single session, but were gradually developed. For example, two people turned down the job of convenor for the fourth semester before a third reluctantly accepted. Willingness to make contributions in the group, however, was evident early in the semester. The earliest discernible contribution was an offer to bring books from home by a teacher at the January 18th meeting. At this same meeting supplies were also offered by others. Also at the end of this meeting the project staff person asked members to volunteer for assignments, and all complied (although there was some reluctance).

Over the course of the fourth semester many instances of contributing and volunteering occurred. A further step, however, away from the originally held norms of voluntarism and protectiveness was the assigning of tasks to others. A progression of "willingness to assign" demonstrates the change. The progression referred to, is a movement from unwillingness to assign, to a willingness to assign low status members to tasks, and then to a willingness to assign high status members to tasks. Following is an account of this progression:

The task of taking minutes for Cadre meetings was avoided by all members. No one volunteered for the January 11th session so a staff member took minutes; again no one volunteered at the January 18th meeting so another staff member took minutes. No minutes were taken at the January 25th meeting. At the February 1st session the convenor asked, "Will some one take notes?" One member responded by stating, "I don't do windows and I don't take minutes." At this point, however, another member volunteered to take minutes.

The February 15th meeting was characterized by a member being designated to take notes. At a later meeting the convenor referred to this as, "someone being designated." The person designated was a first year substitute teacher who was not a vocal participant in sessions (low status). The change from voluntarism and the low status of the member is further evidenced by a discussion at the March 15th meeting:

Staff member: "I have a strange hunch that no one took minutes last week."

Member 1: "Miss _____ (Member 3).

Member 2: (corrects the mispronunciation of Member 3's name).

Member 1: "Yes, she is our secretary."

Member 3: "I took them, but I am not here everyday."

Staff Member: "Member 3, you are the minute taker?"

Member 3: "That's what I heard."

Staff Member: "You volunteered?"

Member 1: "She was volunteered."

The February 15th meeting was also the scene of a second violation of the voluntarism norm. One member was at the chalkboard writing members' names under task categories. Members had been volunteering for different categories. One member remained unassigned. A teacher asked, "Miss _____' what are you going to work on?" At this point Miss _____ started talking to the person seated next to her. The member at the board then wrote her name down under one of the categories. Miss _____ was a full-time teacher, and a peer of the other teachers. She, however, was not a vocal participant and as such had lower status in the Cadre than the members who assigned her.

FINAL INCIDENT

The final incident in this progression occurred during the last session of the Cadre. Towards the end of this meeting the discussion centered on maintaining the Resource Center during the coming year. The following interaction ensued:

Member 1: "Let's give responsibility, we need to commit ourselves formally."

Member 2: "Let's establish some resource center committee whose job that is."

Member 3: "Add that to the preference list," (a system in the school for establishing committee membership).

Member 1: "That's a good idea."

Staff Member to Principal: "Would that be agreeable?"

Principal: "Yes, maybe this group would act as a steering committee."

Staff Member: "It would be nice if the Cadre got together next year."

Member 3: "I'm going to ask Member 2 to be chairman to call us together." – No response –

Member 3: (definitively) "He accepts!" (laughter)

Member 2 was a high status participant in the Cadre. Calling upon him to be chairman was a recognition that he had resources needed by the group and that those resources should be used.

SUMMARY OF EMERGENT NORMS

In summary, the emergent norms of the Cadre appear to be "contribution" and "assignment according to the needs of the task." The changes in norms, discussed above, may truly be a reflection of the strength of the equity norm. If, indeed, members believe that input and output (rewards and costs) should balance, then by increasing the benefits to the Cadre members a concomitant increase in contribution would be expected. Exchange theory[7,8] provides a rationale for this effect. Three distinct types of benefits can be viewed as influencing the level of Cadre members' reciprocal contributions: 1) members for the first time were being paid for their participation, 2) members saw direct benefits to themselves from the Resource Center. That is, they saw the Center as positively affecting their ability to instruct and create learning environments for their students, and 3) the creation of the Resource Center was fully prescribed by their needs and desires, and as such gave them increased status in the Teacher Corps Project. The three types of benefits will be discussed further under motivation.

MOTIVATION

"***Motivation*** is the readiness to behave in ways which individuals perceive as likely to satisfy their own needs."[9] Behaviors by individuals to accomplish group goals imply that the group goals facilitate individual goals. Also implied is a perception by the individual that the group is better able to achieve the desired goal than is the individual working alone. Two necessary conditions, then, of being motivated to work for group goals are 1) compatibility between group and individual goals, and 2) a perception by the individual of group potency.

During the first cadre year multiple and cross-purposes existed for the members. Three types or sets of goals were identified. The first set of goals involved making Hinton a better school through the solution of some "high priority problems." Some of the problems were: inconsistent methods of grading, continuous progress implementation, inadequate materials, and the need for metric workshops.

A second set of goals related to the development of a well-functioning group. During a planning session for the summer (April 3) members expressed awareness of their need as a group to function better.

Member A: That committee meeting shows we still need to do something about our dealings with each other.

Convenor: Interpersonal relations.

Member A: I don't care what you call it, we need to get at honesty. . . There is a lot of plain old pettiness.

Convenor: Yes, that's a good idea. . .

Member B: Respect for other people's feelings.

Convenor: There lies the crux, (agreeing).

Convenor: And it's trust, also.

Convenor: . . .at first we were enthusiastic about bringing someone in (facilitator). Then we lost that. . . Let's see if we can really do something.

In the next meeting (April 20) the convenor used half of the meeting to work on a technique for developing trust and communication.

A third set of goals concerned the extrinsic rewards and costs to the members. Cadre members received credit toward salary lane placement and were paid for the summer workshops. In turn members were responsible for a set of number of "contact hours" and fulfilled certain requirements such as writing papers. This third set of goals was rarely considered during the meetings. However, on some occasions they were discussed (e.g., many Cadre functions were prefaced by saying that they could be used for contact hours.)

PERCEPTIONS OF GOALS

Members perceived some of these goals to be their own as a school group, others as having been "laid on" by the project staff, and still others as their own personal needs. It appears that many members perceived the Cadre as impotent in solving the "high priority problems" of the school (see for example the statements about frustration in both the *role set* and *norms* sections.) Also, the personal incentive of graduate hours or advancement in salary lanes may not have been strong for many teachers. One member suggested that most teachers at Hinton already had their Master's Degrees and some had 36 hours beyond the Master's Degree.

The third semester began with a re-orienting to the school needs and the purposes of the Cadre. Members seemed committed toward making the Cadre productive for school needs.

Project staff member 1: "If we did this, would kids learn better?"

Project staff member 2: "All the pieces are not here (materials), (but) teachers are committed."

Member 1: "I agree with that . . . (that went well), because we all worked on that together—we need to get together on other things."

Member 2: "I agree."

The development of a sense of ownership for the Cadre and its goals was apparent at the October 26th meeting of the third semester. The Teacher Corps staff was attending a conference this week and the only members present at the Cadre were the Principal and three teachers. The Principal led the meeting and started by discussing the "change model" from the Teacher Corps Conference. During this session the following comments were made. These comments show a progression from a recognition of past troubles to a commitment to action:

Principal: "Was there something uncomfortable about the fact that it was cut and dried before it came to us?"

Member 1: "Well, I think that was necessary for us to decide if we wanted it."

Member 2: "From the outset there was a feeling of we're (project staff) up here and you're (Hinton staff) down there."

Principal: "They looked at Hinton facilities as fulfilling their needs. What about our needs?"

Member 1: "They tried to assess our needs."

Principal: "Did that instrument address itself to the needs of the school?"

Member 2: "Since the assessment, what has happened?"

But towards the end of the meeting the members started to discuss the benefits derived from Teacher Corps: e.g., interns and community project. Then the Principal finished the meeting by stating: "No one is as interested in our needs as we must be. We can't blame Teacher Corps if we don't achieve."

GROWTH OF FEELINGS

The growth of feelings of responsibility, self determination, and ownership during the second year is evidenced by the voluntary contributions to the Resource Center and the willingness to be accountable for tasks. As the Resource Center developed, members felt an increasing pride in their accomplishments. Evidence of this pride can be found in the following statements:

Member 1: "This is getting to be a classy joint."

Member 2: "We'll have to have an elegant grand opening."

Project staff: "I had this stamp brought down; it says Roosevelt University/Teacher Corps!"

Member: "We don't want that (others agree). We want it to say Hinton Resource Center."

The feelings of many of the Cadre members seem to have been captured by the statement of the Cadre member in the following discussion:

Project staff: "All you need to have happen is a couple of bad experiences and then you won't come again. Is that right (member)?"

Member: "Not for me. I have too much into this room not to use it."

The Cadre members valued resources and aids for improving their classroom instruction capabilities. It appears that much of what happened the first year was not perceived by Cadre members to directly influence those capabilities. In the second year the greater opportunity to direct the activities of the Cadre and the supportive assistance of the project staff allowed the members to work on their felt needs and feel an ownership for the group activities. In many ways the problems and frustrations of the first year set the stage for the progress of the second year. The following comment serves as a summary for the feelings and evaluations of Cadre members at the end of the Teacher Corps Project: (from a Cadre member) "I think that what we are doing now is something that is valuable. Something that will really pay off as far as instruction goes, because it is something that can be used."

Additionally, the impact of being paid for attendance at the cadre sessions had a beneficial effect on willingness to work for group goals. Two types of influences were apparent. First, compatible with the balance equity norm described earlier, an increase in input from the Corps Project (financial renumeration) brought a reciprocal increase in effort from the Cadre members. Second, the increase in effort brought about initial group achievements (e.g., developing a blueprint for the Center, putting up bookcases, and cleaning up the Resource Center room). These achievements provided a perception of group potency, pride in the group, and expectations and enthusiasm for future achievements. A further beneficial outcome of these initial achievements was a willingness on the part of the Corps Project to increase the resources (staff time and purchase of supplies) made available to the Cadre and Center.

SUMMARY

In summary, motivations to work within the group were enhanced by Cadre members' recognition that several high status members in the school were committed to Cadre achievement (e.g., the principal and a few high status teachers), the development of a sense of ownership for cadre goals, additional input of resources from the Corps Project, and the achievement of several self-directed tangible goals providing immediate and positive feedback. The above mentioned aspects brought about perceptions 1) of compatibility between group and individual goals and 2) of group potency.

CONCLUSION

The discussion of roles, norms, and motivations shows a clear development of both informal and formal commitment to the functioning of the Resources Center. As roles became defined, norms of contribution and accountability established, and motivations to accomplish the cadre goals increased, the resource Center came into existence. The Center then became institutionalized into the organization of Hinton School. Institutionalization occurred because members with power in the school were committed to the continuation of the Center. For example, at the last cadre meeting a high status teacher stated, "It will be difficult to make plans without knowing what the personnel will be (for the coming year), but I think it will go. We will make it go!" This was followed by another cadre member, "But let's not just leave it to chance," and another, "Let's give responsibility. We need to commit ourselves formally." This exchange was followed by formal commitment of members and procedures for including the Resource Center into the formal structure of the school organization (see the *norms* section for additional dialogue.)

Until appropriate group characteristics (roles, norms, motivations) were established, effective individual functioning was not possible. Institutionalization—that is, the inclusion of a temporary characteristic into the permanent system—is dependent upon the mobilization of individual resources. The interaction of individuals—prescribed by motivations and governed by roles and norms—determines the functioning of the system. When individuals with power and influence in the permanent system act to facilitate the development and continuation of an innovation, the innovation can be institutionalized. The analytic concepts of roles, norms, and motivations are useful for describing this process.

An appropriate configuration of roles, norms, and motivations, as documented in this report, can facilitate beneficial and lasting changes through teacher inservice. To enhance the development of an appropriate configuration careful consideration must be given to the psychology of individuals in groups, and to the unique characteristics of the situation. This report documents that the insidious effect of scarce resources and low expectations for inservice benefits can be overcome through resource management, effective group process, and use of the power and talents of the local school faculty.

Notes:

[1]Hechinger, Fred, "Programs That Flunked," New York: *New York Times*, December 10, 1972.

[2]Cogan, Morris, "Current Issues in The Education of Teachers," *NSSE Yearbook, Teacher Education*, edited by Kevin Ryan. Chicago: University of Chicago Press, 1975, p. 221.

[3]Ibid., p. 220.

[4]Joyce, B., McNair, K., Diaz, R., McKibbin, M., Waterman, F., and Baker, M., *ISTE Report II: Interviews*. Syracuse, New York: The National Dissemination Center, Syracuse University, p. xvi.

[5]Johansen, Linda and Laffey, James, "Two Cadre Case Studies: Diverse Approaches to Group Development." Chicago: *Technical Report of the Roosevelt University College of Education Research and Development Center*, 1977.

[6]Laffey, James, "A Comparative Case Study of Three Teacher Corps Cadres." Chicago: *Technical Report of the Roosevelt University College of Education Research and Development Center*, 1978.

[7]Adams, J., "Toward an Understanding of Inequity," *Journal of Abnormal Psychology*, 1963, Volume 67, pp. 422-436.

[8]Homans, G., *Social Behavior: Its Elementary Form*, 2nd edition. New York: Harcourt, Brace and World, 1974.

[9]Tanner, James; Feldvebel, Alexander; Pancratz, Roger, "Definitions of Organizational Concepts." San Diego, California: *Teacher Corps Corps-member Training Institute*, 1977.

EDITED REMARKS OF JAMES TANNER,
DEPUTY SUPERINTENDENT,
CLEVELAND PUBLIC SCHOOLS
at
EDUCATIONAL DECISION MAKERS CONFERENCE, PHASE II
at St. Louis, Mo., on May 10, 1978.
By Curtis C. Melnick

"Institutionalization in education refers to the complete acceptance of changes in education by educational institutions.

"There have been many proposed innovations to educational practice, but few of them have become institutionalized. For example, in the mid-1960's, many changes were proposed in programs for pupils, and programs for teachers such as the Teacher Corps, Training for Teachers of Teachers (TTT), and Career Opportunities Programs (C.O.P.). Of the three mentioned, only Teacher Corps has persisted; TTT and C.O.P. have 'fallen by the wayside.'

"Teacher Corps has persisted as a national program due to the exercise of influence and power at the Congressional level. Its place in the bureaucracy of the Office of Education has shifted over the years. Today, it has its own line item in the Office of Education budget, which is a mark of distinction and institutionalization."

On the mimeographed publication, authored by Tanner, Roger Pankratz and Alexander Feldvebel and entitled *Power-Authority-Influence* and first presented at the Corpsmember Training Institute in 1977 at San Diego, California under the guidance of the Center for Urban Education, University of Nebraska at Omaha, Tanner had this to say:

"The *power* of school custodians and school clerks or school secretaries must be kept in mind by a principal who aspires to be successful. Although they may not have authority, they have real power. *Power* is defined as the exercise of ability to make things happen or to prevent things from happening. In any organization, one must take into account the sources of power.

"In any line-staff organization, *authority* rests with those above others in the 'chain of command.' Thus authority is the right to exert power. However, one can have authority and either not choose to exercise power or fail to exercise power.

"A member of an organization who desires to 'unfreeze' opposition to change by those who have greater authority than he/she must persuade 'influence-wielders.'

"The real legacy of the Teacher Corps program will be to determine if any portions of its program will remain in the permanent systems of schools or will become institutionalized. What will be the influence of Teacher Corps Programs on Local Education Agencies (LEA's)? What influence will they have upon Institutions of Higher Education (IHE's)? Will Teacher Corps programs make any impact on teacher training?

"To become institutionalized the following questions must be satisfactorily answered: (1) Is the program worthy of being institutionalized? (2) Are 'influence wielders' informed and convinced of the worth of the program?"

SECTION V

DONE AND UNDONE

Reflections and Perspectives on Both Conferences

By Henrietta Schwartz

Participation in the planning, operation and evaluation of a professional meeting is a little like presiding at a wake. Earlier in this document, the professional conference was likened to membership in a tribal rite. However, participation in a tribal rite is more secure, for membership criteria in these groups tend to be rigid and the behavior is prescribed with experimental, ritual and participatory requirements. By contrast, one never knows exactly who are going to attend a wake or what their behavior will be when they get there or before they leave. Further, there are ritual requirements and ceremonies and high levels of emotion surrounding the loss of a loved one. Similarly, one is never really sure who are going to attend the meeting of a professional society or what their behavior will be when they get there.

Membership and participation in professional societies in Western culture tends to be less rigid and can be maintained without constant participation in the rituals of the group. For example, one can be a member of the American Educational Research Association or the American Anthropological Association without attending their annual meetings or being a practicing educator, researcher, or anthropologist. One can be a member of a Teacher Corps project by registering at the meeting and attending some, all or none of the events related to the meeting. Given this fluid membership for individual workshop sessions and scope of individual latitude regarding ritual behavior, conference planners must be prepared for all manner of happenings and still maintain the focus of the conference, attend to the rituals and ceremonies, care for the security (food, shelter and transport), status (acknowledge important persons and allow speaking time for all) and sociability (interpersonal relations) of the group. Finally, the conference planner is responsible for self assessment and the production of the monument which marks the accomplishment of the conference task, the post-conference report.

CONFERENCES DEVELOPED MODELS

To summarize, the conferences did develop and test models for staff training in the process of institutionalization. Some aspects of the Project Task Worksheet process used at the conference were adopted for use by Teacher Corps Washington and built into their institutionalization workshop in Washington in August, 1978. Participants at the two Midwest Network conferences were introduced to a variety of social science models of change—anthropological, psychological and sociological. They were introduced to multiple strategies of initiating change and enhancing their skills in communication and group management. Finally, they were involved in the procedures of evaluation and disseminating the outcomes of the conferences.

At the risk of being self serving, the preceding paragraph would suggest that the participants in the Midwest Network's Educational Decision Maker Conferences were now experts in initiating and institutionalizing change, could transfer any element from the temporary system of the project to the permanent systems of the school, the community and/or the university. Not so! Staff development is a continuous process and is never complete, just as change is ongoing. There were some definite needs not met by the conferences either because these requirements became apparent during the course of the conferences or as a result of the conferences. Examination of these needs may provide insights into the areas to be considered for further staff development activities.

In reviewing the two Educational Decision Makers Conferences, several phenomena, notions and assumptions emerge from the experiences. It seems appropriate to share these reflections in the hope that they may be of use to others planning similar events and also to provide some insights as to how conferences facilitate or retard the goals and purposes of individual projects, networks and related agencies.

CONFERENCES MODERATELY SUCCESSFUL

From the perspective of the expressed goals of the conferences, both were moderately successful. Several assumptions which need to be tested emerged from the evaluations. Some are related to the personal styles of the administrators and decision makers involved in Teacher Corps projects. Others are related to the process of change and institutionalization, to the relationships among the various agencies involved in federal programs, and to the rituals and cultures of the conferences.

For example, the conference planners assumed that the series of conferences would differ in content and format in a logical sequence to the guiding theme of transferring project elements of the temporary system into the permanent system of the school/community. In fact, the population of each conference was sufficiently different so that the assumption of prior knowledge could not be made in planning the events of the second conference. Further, many of the return participants wanted repetitions of some of the activities of the first conference for the purpose of reinforcement or simply because they missed one of the small group sessions they wanted to attend.

In terms of administrative style, most of the educational decision makers who attended the conferences tended to prefer negotiation rather than confrontation as a change strategy, to favor the team approach rather than the administrative directive as initiating and promoting the processes of institutionalization. These key actors tended to believe that individuals make changes and that when a critical mass of staff members were willing to accept a new procedure or materials on a day-to-day basis, then institutionalization had occurred.

PLACE HIGH VALUE ON COMMUNICATION

With few exceptions, the educational decision makers attending the conferences placed high value on communication and supported those activities, speakers and events which enhanced their skills and presented new ways of facilitating communication within and among the guests involved in the project. However, there seemed to be a built-in bias among participants that the implicit goals of the agencies were different and might be in conflict. That is, most participants believed that the school, the community, the university and the project each wanted different things and might be in competition for limited project resources. At the policy making level, they agreed that all wanted to improve the calibre of service being offered by their respective agencies and thereby offer better education to the students. But at the operational level, there was competition for time, materials, human services and fiscal resources. There were "turf" issues which were identified, but not carefully examined. Time did not permit the extensive analysis of the whole set of perceptions related to the "we" – "they" schisms between school and university people, to the status differences that occur when university people function in public school sites, to the whole question of who is one's "like number."

MODELS DISSEMINATED AT NATIONAL CONFERENCE

The training models developed during the two conferences and described in this monograph were refined and disseminated at the National Development Conference in a step by step approach to the process and products of institutionalization in Teacher Corps Projects. All new five year project teams spent a day working through a simulation exercise which had many of the elements introduced in the Midwest Network conferences. However, even with this attention and the excellent materials provided by the National Developmental Conference there are still some gaps in the operation of the process at the project site level, not unanticipated. These items are presented here for speculation and not as a complete discussion of each issue. They represent the beginning of a list of criteria for training models or professional development activities for educational decision makers in temporary systems who have the charge of transferring the successful outcomes of these endeavors to the permanent systems to which the finite project is related. All training models and/or conferences should include:

1. Analysis of, and attention to, the culture of the program, the project and the training activity. This is important to highlight the temporary nature of the event and to make participants aware of the need to plan for the "back home" situation.
2. Strategies for staff members to make time to use the skills, knowledge and experiences gained at the conference in the "back home" project culture. The conference or trainers must be prepared to respond to the participants, "Well, that's all right for here in a quiet conference room where we don't have phones ringing and a hundred people waiting to see us, but what do we do back home?"

3. Time for the decision makers to examine the changes which will have to be made in their expectations for role performance on the part of key staff persons as well as their own behavior. Any change means someone's expectations for behavior will be altered. Roles function in complementary sets – when the teacher's behavior is altered, so is the student's response. Decision makers must take time to consider what expectations will be changed and prepare for them.

INCORPORATE ISSUES ARISING FROM INTERACTION

4. Provision for the incorporation of issues which arise from interaction during the course of the activity. What seems to be a crucial issue may arise during the course of any training activity and some criteria must be established to determine whether the issue is one of long term consequences for project development, or an artifact of the setting, of the intensive and extensive interactions during the course of the training activity. Conference time can be wasted dealing with an issue which will disappear at the conclusion of the conference and have no impact on the project's operations.

5. Ways of distinguishing what represents a personal style of communication and a structural element of the various institutions involved in the project. This is another way of saying that during the course of training activities, it may become clear that some project staff persons are not as talented as others in articulating change. There should be some way of determining whether this impression is a real reflection of a less than adequate staff person, or an artifact of the conference setting, or a residual effect of the contraints of the project operation. If, indeed, the staff person is the issue, the dilemma faced by the trainers is compounded by the short term nature of their involvement with project personnel and their professional responsibility to explicate potential problem areas to project administrators.

6. Follow up activities upon request by the local project staff. Everyone talks about this, but little is done about the need to follow the trainee into the field, into his "back home" situation to assist in applying those things learned at the training event. It may become necessary to scrap those training models for new responses to unique local situations. Or the easiest follow-up may be for the trainer to retire gracefully from the field as being extraneous in the process of insitutionalization at the local project level.

Thus, the last kind and unkind things have been said about the Educational Decision Makers Conferences and the events can now be laid to rest with appropriate benedictions. The proper ceremonies, rites and rituals have been performed and the monument is complete. The conference planners hope that the life of the activities has been sufficiently worthwhile to generate fond memories, occasional nostalgic references to the events, and even some citation of the learnings presented. What more can one expect of a wake?

APPENDIX A

CONFERENCE FOR EDUCATIONAL DECISION MAKERS IN TEACHER CORPS TEMPORARY SYSTEMS

OCTOBER 24, 25, 26, 1977

Pre-Conference Agenda

The purpose of the conference* is to begin work with educational decision makers related to Teacher Corps projects in the incorporation of productive elements introduced by the project into the permanent system of the school community. To accomplish this goal, a variety of skills, knowledge, and strategies must be employed. In some instances the legitimation of Teacher Corps project related norms and behaviors may require a change in the structure, function, content and/or processes of a permanent system.

It is important that the decision maker be aware of the points of entry, system components and strategies which should be explored before the time comes to selectively incorporate elements of the Teacher Corps Project into the ongoing culture of the organization. The ability to accomplish the legitimation of new elements into a system without disrupting the ongoing functions of the system is enhanced by knowledge of social science concepts, particularly those from anthropology and organizing theory. These two disciplines and a view of administration and decision making as social processes will be emphasized in the Midwest Network's evolution of a professional development training model for educational decision makers.

The overall goals for the year are:

1. To develop and test a variety of professional development models for educational decision makers involved in Teacher Corps Projects.
2. To help educational decision makers explore social science concepts, e.g., anthropology and organizational theory as analytical and evaluative frameworks for viewing the school/community and/or the university/community.
3. To specify generic experiences and skills which would be a part of an educational decision maker's repertoire for change and legitimation.
4. To evaluate and disseminate.

At the practical level, the Midwest Network has 11th and 12th cycle projects which will be addressing their energies to institutionalization and legitimation of the project components into the ongoing systems. The introduction of these concepts to the educational decision makers who hold the power to accept or reject the project element will provide a service to the projects and the groups which they serve.

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*This conference is the first of two sequential activities sponsored by the Midwest Network for educational decision makers for the 1977-78 year. A Planning Committee composed of representatives of the Board of Directors of the Midwest Network and project participants was charged with the development of these activities.

In addition, the Network sees this activity as a "tooling up" process for 13th cycle projects when they begin their operational year in 1979. Then the Network will be able to provide field tested models for training educational decision makers to 13th cycle projects for local utilization.

At the individual level, the Midwest Network has the talent and personnel to offer this kind of a training model without the use of a large number of outside consultants. Further, the State Superintendent of the Illinois Office of Education is sufficiently interested in the activity to ask that a representative from the Certification and Program Approval division be present at the Planning Committee meetings. The criteria for the approval of training programs for administrators and supervisors in the State of Illinois is undergoing revision and the training model developed by the Midwest Network could well become a model for Illinois.

SPECIFIC OBJECTIVES

The specific objectives for this conference are:

1. To identify the educational decision makers at the local level crucial to the incorporation of a new element into the ongoing culture of the school community (principal, representative of local teachers' association, representative of community, team leader).
2. To introduce and explicate purposes of the professional development activities.
3. To use data from pre-conference needs assessment to identify common and unique areas of concern for educational decision makers.
4. To familiarize educational decision makers with a variety of analytical models to view stability and change in social systems. Some of the models to be considered are:
   a. The school, the community, and the project as cultures in contact
   b. School/communities as social systems
   c. Understanding key organizational concepts such as power, formal and informal structures, norms, role sets and communication
   d. Conflict reduction models
   e. Individual rites of passage in systems – motivation and incentives
   f. Case study analysis
   g. Evaluation and documentation to legitimate change.
5. To develop a set of strategies as a project team to assist in the diffusion of elements from the temporary Teacher Corps system to the permanent university and school and community systems.
6. To evaluate the effectiveness of the October Conference and derive directions for the spring activity.
7. To document the conference and disseminate to other projects.
8. To collect and evaluate materials for a monograph on training models for educational decision makers.

A copy of the tentative schedule follows. Four registration forms are enclosed for the Project Director, the Principal, Teacher Association Representative or Community Representative, and Teacher Corps Project Staff Member (to be selected by the director). Pre-conference Needs Assessment forms are also enclosed. Please have each participant complete a Registration Form and a Pre-conference Needs Assessment Instrument and return them to Roosevelt University in the return envelope.

PRE CONFERENCE INVENTORY

The purpose of the conference is to work with educational decision-makers related to Teacher Corps projects in the incorporation of productive elements introduced by the project into the permanent system of the school community. To accomplish this goal, a variety of skills, knowledge, and strategies must be employed. This instrument is an attempt to get your notions about what those skills, knowledge, and strategies are and how they can be developed through the auspices of the Midwest Network. All information is confidential. Data will be reported in terms of group means, by total group and by role groups. Each project team may have access to the information for its team, only if each respondent agrees to sharing the information. Thank you for your cooperation and we urge you to return the material to us as quickly as possible.

Name _____ Project _____

Your role in the Project _____ How long in present position? _____

What did you do before you took your present position in Teacher Corps?

_____

_____

1. What kinds of issues or tasks are you faced with as a part of the decision making process in your Teacher Corps Project?
   a. _____ Communication among agencies and role groups in the Project.
   b. _____ Incorporating elements from the project into the permanent system.
   c. _____ Achieving parity among agencies related to the project.
   d. _____ Clarity of role performance expectations.
   e. _____ Understanding and working with the school/community – conflicting values.
   f. _____ Understanding the formal and informal organization of the institutions related to the project.
   g. _____ Staff development activities.
   _____ Other _____

   _____
2. Which of the above do you feel are the two most crucial areas? _____

   _____

   Why? _____

   _____
3. Are the above two areas ones you can do something about? Can they be dealt with from your level? What other roles are involved? _____

   _____
4. What are some of the most frequent organizational constraints you encounter in trying to perform your role?

   a. _____

   b. _____
5. How have you managed these constraints in the past? e.g., negotiations, confrontation, ignoring them, others _____

   _____

6. What are some of the most frequent driving forces that help you to perform your role? e.g., a supportive superior, flexibility in the project, clear expectations, others. _____
7. How have you used these facilitators in the past? _____
8. As an educational decision maker in a Teacher Corps Project, do you have special needs? Are there special skills you would like to develop? _____
9. How are your relations with:

	Unsatisfactory	Sometimes Satisfactory	Satisfactory	Good	Excellent
Faculty	1	2	3	4	5
Students	1	2	3	4	5
Community	1	2	3	4	5
Project Staff	1	2	3	4	5

10. Are your suggestions viewed seriously by the following:

	No Attention	Some Attention	Sometimes Viewed Seriously	Frequently Taken Seriously	Always Taken Seriously
Faculty	1	2	3	4	5
Students	1	2	3	4	5
Community	1	2	3	4	5
Project Staff	1	2	3	4	5
Others: _____	1	2	3	4	5

11. What efforts toward improved faculty, student, community, and project staff relations did you make in the project during the last year? e.g., initiate meetings. _____
12. What efforts did you make in the area of staff development in the Teacher Corps Project during past year? e.g., sponsor or conduct a workshop, secure materials. _____
13. Are there specific skills that you would like to develop or improve that would enable you to deal with the aforementioned areas more effectively? Should they be agenda items for the conference? e.g., communication skills. _____
14. Are there individuals with special expertise you would like to have included in the conference? Who and what is their expertise? _____
15. Are there roles or persons in your own project you would like to have some time to work with? Who are they and what area would you like to work on? _____
16. Have you participated in any of the following activities?

_____ 5 Square Exercises
_____ 1 way - 2 way communication exercise
_____ Giving good feedback (8 steps)
_____ The Differential Values Inventory
_____ FIRO - B
_____ Black Gang Values Exercise
_____ BA FA Simulation
_____ Star Power Simulation
_____ Role Playing
_____ Johari Window

CONFERENCE SCHEDULE

Monday (10/24) Morning and Afternoon

Participants arrive at Pick Congress Hotel, check in, and register in Belmont Room (2nd floor South). View exhibits and place materials on sharing tables.

1:00 p.m. (Plaza Room - 2nd floor South)
Opening Session - John F. Brown, Executive Director
Welcome to Chicago - Curtis C. Melnick
Goals of the Midwest Network - James Comer
Purpose of the Activity - John F. Brown

1:30 p.m. (Plaza Room)
Schools, Communities, and Teacher Corps as Cultures - Henrietta Schwartz
Data from pre-conference inventory presented - George Olson
Preview project product for Wednesday - William Moore

2:30 - 3:15 p.m. (Plaza Room)
Information regarding values
Administration and Scoring of DVI - Henrietta Schwartz

3:15 - 4:00 p.m. Session #1
Discussion in 4 small groups - Project Directors will function as discussion leaders.

Projects	Facilitator	Location
1. Southern Illinois, Cleveland, Western Michigan, Roosevelt	Henrietta Schwartz	Lake Shore 3rd floor North
2. Indiana–Purdue (Britton) Youngstown, Lansing, Wayne State	Juan Garcia	Parkview 3rd floor Northwest
3. Indiana–Purdue (Brill) Northwestern, St.Paul, Oakland	William Moore	Shelby 3rd floor Center
4. Ohio, Wisconsin, Union, Dayton	John F. Brown	Carter 3rd floor Center

4:15 p.m. (Plaza Room - 2nd floor South)
Report back session - each group has 10 minutes - David Daniel
General Session - Charge for Tuesday
Post Meeting Reaction Sheets

6:00 p.m. (Plaza Room – 2nd floor South)
Punchbowl

7:00 p.m. (Plaza Room - 2nd floor South) *Session #2*
Dinner - "Parents and Teachers: A New Perspective"
Guest Speaker: Francis L. K. Hsu, Chairman, Department of Anthropology, Northwestern University.

Tuesday (10/25) Morning and Afternoon

8:30 - 10:15 a.m. Session #3
Please try to have at least one team member in each session.

1. Analytic tools to get picture of school/community - Juan Garcia and Gwen Cosby (Belmont Room - 2nd floor South)
2. Motivations for Innovation, Change and Stability - Jack M. Mitchell and John Davis (Parkview Room - 3rd floor Northwest)
3. The Impact of Personal Image as an Influence Tool - William Moore (Washington Room - 3rd floor Northwest)

10:30 - 12:00 p.m. (Plaza Room - 2nd floor South) Session #4
"The Costs of Change" - Guest Speaker: Dan C. Lortie, Director, Midwest Administrative Center, University of Chicago

12:00 - 2:30 p.m. (Alcove Room - Lobby floor South) Session #5
Lunch
General Session - State Education Agency Representatives: Changes in Certification - David Daniel (Illinois), William Phillips (Ohio).

Briefing for p.m. session - Juan Garcia and William Moore

3:00 - 5:15 p.m. Session #6
Simulation Exercises - "BA FA"
Groups 1 & 2 - Washington Room (3rd floor Northwest)
Groups 3 & 4 - Parkview Room (3rd floor Northwest)
General Session

5:30 - 6:15 p.m. (Plaza Room - 2nd floor South)
Debrief - Facilitators: Juan Garcia and William Moore
Post Meeting Reaction Sheets

FREE EVENING

Wednesday (10/26) Morning and Afternoon Session #7
9:00 - 9:30 a.m. (Alcove Room - 1st floor South)
General Session to Explain Task
Team Product - Sample Worksheets - Juan Garcia and William Moore

9:30 - 11:00 a.m.
Work as Project Teams
1. Southern Illinois, Western Michigan, Cleveland, Roosevelt (Belmont - 2nd floor South)
2. Indiana–Purdue (Britton), Youngstown, Lansing, Wayne State (Parkview - 3rd floor Northwest)
3. Oakland, Northwestern, St. Paul, Indiana–Purdue (Brill) (Plaza - 2nd floor South)
4. Ohio, Wisconsin, Union, Dayton (Washington - 3rd floor Northwest)

11:00 a.m. - 12:00 noon. (Alcove Room - 1st floor South)
Report Back Sessions - Teams Present Products

12:00 - 2:30 p.m. (Alcove Room - 1st floor South)
Lunch - "Teacher Corps Goals " - William Smith, Director, Teacher Corps

MIDWEST NETWORK CONFERENCE FOR DECISION MAKERS

Post Meeting Reaction Sheet
October, 1977

Time of Session _____ Role/Group/Position _____

1. Was this session helpful in providing you with new information?

No help at all	Not too helpful	Somewhat helpful	Very helpful

Comments: _____

2. Was the session interesting to you?

Not interesting at all	Not too interesting	Somewhat interesting	Very interesting

Comments: _____

3. How helpful was the presentation in providing you with an opportunity for questions and discussion?

No help at all	Not too helpful	Somewhat helpful	Very helpful

Comments: _____

4. How useful was this session in providing you with information that will be useful in your role as a decision maker?

Not useful at all	Not too useful	Somewhat useful	Very useful

Comments: _____

5. Would you attend a second conference which dealt with an extension of the topics discussed in this session?

No	Undecided	Yes

Comments: _____

6. If a second conference is offered pertaining to this same theme, what suggestions do you have concerning:
   1) Content included: _____
   2) Skills and/or training: _____
   3) Activation: _____

MIDWEST TEACHER CORPS NETWORK CONFERENCE
FOR EDUCATIONAL DECISION MAKERS

Post Conference Reactions
October, 1977

Role Group _____

I. Please rate the following sessions assigning numbers 1-5 in the appropriate spaces. Number 1 indicates the lowest rating, and number 5 the highest rating.

A) Dinner Presentation, Monday, October 24th—"Parents and Teachers, a New Perspective," Francis L.K. Hsu, Northwestern University.

Interest Level	Usefulness	Appropriateness
_____	_____	_____

B) "The Costs of Change," Tuesday, October 25th, 10:30-12:00 a.m., Dan C. Lortie, University of Chicago.

Interest Level	Usefulness	Appropriateness
_____	_____	_____

II. In a few sentences, please describe what was for you the most valuable activity and least valuable activity for the conference:

A) Most Valuable:

B) Least Valuable:

III. Check any of the following which you consider to have been strengths and weaknesses of the conference:

	Strength	Weakness
1) Relevance of content	_____	_____
2) Interest of sessions	_____	_____
3) Applicability	_____	_____
4) Interaction with other participants	_____	_____
5) Conference facilities	_____	_____
6) Other (please specify)	_____	_____
_____	_____	_____
_____	_____	_____

IV. Would you attend a second conference which dealt with an extension of the topics discussed in this conference? (e.g., Follow-up concerning the application at the project level of the ideas presented at this conference.)

Yes	Undecided	No
_____	_____	_____

V. What suggestions do you have for further conferences pertaining to this same topic?

VI. Please rate the conference overall by circling the appropriate number.

1	2	3	4	5
very poor	poor	satisfactory	good	very good

APPENDIX B

DECISION MAKERS II

SECOND CONFERENCE FOR EDUCATIONAL DECISION MAKERS IN TEACHER CORPS TEMPORARY SYSTEMS

MAY 8, 9, 10, 1978
Pre-Conference Agenda

Sponsored by the Midwest Network in St. Louis, Mo. in
conjunction with Roosevelt University Teacher Corps Project
and the Southern Illinois University at Edwardsville Teacher Corps Project

The purpose of the conference* is to continue work with educational decision makers related to Teacher Corps projects in the incorporation of productive elements introduced by the project into the permanent system of the school community. To accomplish this goal, a variety of skills, knowledge, and strategies must be employed. In some instances the legitimation of Teacher Corps project related norms and behaviors may require a change in the structure, function, content and/or processes of a permanent system.

It is important that the decision maker be aware of the points of entry, follow-up events, system components and strategies which should be explored before the time comes to selectively incorporate elements of the Teacher Corps Project into the ongoing culture of the organization. The ability to accomplish the legitimation of new elements into a system without disrupting the ongoing functions of the system is enhanced by knowledge of social science concepts, particularly those from anthropology and organization theory. These two disciplines and a view of administration and decision making as social processes will be emphasized in the Midwest Network's evolution of a professional development training model for educational decision makers.

The overall goals for the year are:

1. To develop and test a variety of professional development models for educational decision makers involved in Teacher Corps Projects.
2. To help educational decision makers explore social science concepts, e.g., anthropology and organizational theory as analytical and evaluative frameworks for viewing the school/community and/or the university/community.
3. To specify generic experiences and skills which would be a part of an educational decision maker's repertoire for change and legitimation.
4. To evaluate and disseminate.

*This conference is the second of two sequential activities sponsored by the Midwest Network for educational decision makers for the 1977-78 year. A Planning Committee composed of representatives of the Board of Directors of the Midwest Network and project participants was charged with the development of these activities.

At the practical level, the Midwest Network has 11th and 12th cycle projects which will be addressing their energies to institutionalization and legitimation of the project components into the ongoing systems. The introduction of these concepts to the educational decision makers who hold the power to accept or reject the project element will provide a service to the projects and the groups which they serve.

In addition, the Network sees this activity as a "tooling up" process for Program '78 projects when they begin their operational year in 1979. Then the Network will be able to provide field tested models for training educational decision makers to Program '78 projects for local utilization.

At the individual level, the Midwest Network has the talent and personnel to offer this kind of a training model without the use of a large number of outside consultants. Further, the State Superintendent of the Illinois Office of Education is sufficiently interested in the activity to ask that a representative from the Certification and Program Approval division be present at the Planning Committee meetings. The criteria for the approval of training programs for administrators and supervisors in the State of Illinois is undergoing revision and the training model developed by the Midwest Network could well become a model for Illinois.

SPECIFIC OBJECTIVES FOR SECOND CONFERENCE

The specific objectives for this second conference are:

1) To review the concepts from anthropology and social systems theory presented at the first conference and to provide clear and concise definitions for the more important terms used to describe these concepts.
2) To analyze in greater detail the concepts of Power, Authority, and Influence as they relate to the identification of components of the temporary system and the development of strategies of transferability to the permanent system.
3) To report on the progress at the local level of efforts to implement the work plans developed at the conclusion of the first conference, and to revise and/or reaffirm original plans with respect to new information obtained.
4) To synthesize the principles derived from the analysis of the project task worksheets and other activities relating to transferability.
5) To request articles and papers from each project relating conference activities to local efforts aimed towards impacting upon the permanent system to be included in a final post-conference monograph.

A copy of the tentative schedule follows. Three registration forms are enclosed for the Project Director, the Principal, and Teacher Association Representative or Community Representative, or a Teacher Corps Staff Member (to be selected by the director). Pre-conference Needs Assessment forms are also enclosed. Please have each participant complete a Registration Form and a Pre-conference Needs Assessment Instrument and return them to Roosevelt University in the return envelope.

PRE CONFERENCE INVENTORY

The purpose of the second conference on decision making is unchanged from the first: to work with educational decision makers affiliated with Teacher Corps Projects towards the goal of incorporating productive elements introduced by the project into the permanent system of the school community. The information requested will aid in the fulfillment of this overall purpose. All information is confidential. Data will be reported in terms of mean responses for role groups and for the total group. Each project may have access to the information for its team, only if each respondent agrees to share the information. Thank you for your cooperation, and we urge you to return the material to us as quickly as possible.

Name _____ Project _____

Your role in the Project (director, PDS, etc.) _____

How long have you been in this position? _____

1) Did you attend the first Decision Makers Conference? _____

2) Have you participated in the simulation exercise entitled Star Power? _____

3) Towards the end of the first Decision Makers Conference each project developed a plan for working on a topic of concern at the local project site. Did you participate in any work connected with this plan? _____ If you answered "YES", can you give your opinion as to its present status or any activity that has come about as a result of the planning efforts at the first conference?

_____

_____

_____

_____

_____

4) Are there specific areas, topics, skills or activities you would like to see addressed at the upcoming conference? _____

_____

_____

_____

5) Have you observed or become aware of any activity in your project that you would judge as attributable to your participation or others' participation in the first Decision Makers Conference? Please comment.

_____

_____

_____

_____

6) Other suggestions or general comments: _____

_____

_____

_____

CONFERENCE SCHEDULE

Monday (5/8) Morning and Afternoon

Participants arrive at Sheraton, St. Louis, check in, and register. View exhibits and place materials on sharing tables.

12:30-1:30 p.m.

Luncheon: Welcome (James Comer) – Boulevard Room

1:30-2:00 p.m.

Large group "get acquainted" activity. (John Davis) – Ulysses S. Grant Room

2:00-3:00 p.m.

Conference Preview: Goals, Concepts, Activities (Henrietta Schwartz) – Ulysses S. Grant Room

3:00-5:00 p.m.

Diagnosing Obstacles to Change: Case Study and Role Set Analysis (Juan Garcia, John Davis, William Moore, Jack Mitchell) – Boulevard Room

5:00-5:30 p.m.

Tying it Together: Feedback (selected participants) Post Meeting Reactions – Ulysses S. Grant Room

5:00-7:00 p.m.

Social Hour – Lounge in Lobby

7:00 p.m.

Dinner – Guest Speaker: Dr. John Ervin, Vice President, Danforth Foundation – Boulevard Room

Tuesday (5/9) Morning and Afternoon

8:30-9:00 a.m.

Coffee and rolls – Preview of Activities

9:00-11:00 a.m.

(choose one)

1. Conflict reduction and collective bargaining – Suggested Strategy: Role Play and Debrief (Juan Garcia) – Robert E. Lee Room
2. Motivations to Innovate, Change, and Stability (John Davis and Jack Mitchell) – Pierre Le Clede Room
3. Communication Skills – Suggested Strategy: 5 Square, 1 way-2 way. (William Moore) – August Chauteau Room – Post Meeting Reactions

11:00 a.m.-12:00 p.m.

Project Teams – task accomplishments (Juan Garcia and James Tanner) – Ulysses S. Grant Room

12:30-2:00 p.m.

Luncheon – Guest Speaker: Dean Robert H. Koff, College of Education, Roosevelt University – "Teacher Stress" – Boulevard Room

2:00-4:30 p.m.

Simulation exercise – The Road Game (J. Garcia, J. Davis) – Boulevard Room

4:30-5:15 p.m.

Debriefing by facilitators – Post Meeting Reactions – Boulevard Room

FREE EVENING

Wednesday (5/10) Morning

8:30-9:30 a.m.
Checkout and store luggage in room to be provided.

9:30-11:00 a.m.
Project Teams: Application – Ulysses S. Grant Room

11:00-12:30 p.m.
Synthesis – Guest Speaker: James Tanner – Ulysses S. Grant Room – Post Conference Reactions

12:30-2:00 p.m.
Luncheon and Wrap Up – Boulevard Room

Adjourn

124

MIDWEST NETWORK CONFERENCE FOR DECISION MAKERS II

Post Meeting Reaction Sheet

May, 1978

Date of Session _____ Role or Position in Local Project _____

Time of Session _____

1. How helpful was this session in providing you with new information?

No help at all	Not too helpful	Somewhat helpful	Very helpful

Comments: _____

2. How interesting was the session to you?

Not interesting at all	Not too interesting	Somewhat interesting	Very interesting

Comments: _____

3. How helpful was the presentation in providing you with an opportunity for questions and discussions?

No help at all	Not too helpful	Somewhat helpful	Very helpful

Comments: _____

4. How useful was this session in providing you with information that will be useful in your role as a decision maker?

Not useful at all	Not too useful	Somewhat useful	Very useful

Comments: _____

5. Objectives for the Session:

Inappropriate 1 2 3 4 5 Appropriate

Not Accomplished 1 2 3 4 5 Accomplished

Comments: _____

6. Format of the Session:

Inappropriate 1 2 3 4 5 Appropriate

Comments: _____

7. Amount of Energy I put into my own learning during this session:

very little 1 2 3 4 5 great deal

Comments: _____

8. Other Comments: _____

MIDWEST TEACHER CORPS NETWORK CONFERENCE
FOR EDUCATIONAL DECISION MAKERS II

Post Conference Reactions
May, 1978

Role or Position in Local Project _____

I. Please rate the following sessions assigning numbers 1 - 5 in the appropriate spaces. Number 1 indicates the lowest rating, and number 5 the highest rating.

A) Dinner Presentation, Monday, May 8th - John Ervin, Vice President, Danforth Foundation.

Interest Level	Usefulness	Appropriateness
_____	_____	_____

Comments: _____

B) Summary and Synthesis: Wednesday, May 10th, 11:30 - 12:30 p.m. - James Tanner.

Interest Level	Usefulness	Appropriateness
_____	_____	_____

Comments: _____

II. In a few sentences, please describe what was for you the most valuable activity and least valuable activity of the conference?

A) Most Valuable: _____

B) Least Valuable: _____

III. Check any of the following which you consider to have been strengths or weaknesses of the conference:

	Strength	Weakness
1) Relevance of content	_____	_____
2) Interest of sessions	_____	_____
3) Applicability	_____	_____
4) Interaction with other participants	_____	_____
5) Conference facilities	_____	_____
6) Other (please specify)	_____	_____

IV. To what extent did the conference coincide with your expectations concerning:

content covered 1 — 2 — 3 — 4 — 5 _____ _____

1 not what I expected; 5 very much what I expected; Better than expected; Worse than expected

Comments: _____

To what extent did the conference coincide with your expectations concerning:

activities offered 1 — 2 — 3 — 4 — 5 _____ _____

1 not what I expected; 5 very much what I expected; Better than expected; Worse than expected

Comments: _____

usefulness of knowledge & skills 1 — 2 — 3 — 4 — 5 _____ _____

1 not what I expected; 5 very much what I expected; Better than expected; Worse than expected

V. Please rate the conference overall by circling the appropriate number:

1	2	3	4	5
very poor	poor	satisfactory	good	very good

APPENDIX C

LIST OF MATERIALS DISTRIBUTED AT EDUCATIONAL DECISIONMAKERS I – OCTOBER, 1977

Pre-conference Inventory*

Conference Registration Form*

Conference Agenda*

"Conference for Educational Decision Makers in Teacher Corps Temporary Systems," introduction to the conference.*

"Power, Authority, Influence," from J. Tanner, A. Feldvebel, and R. Pankratz, *Definitions of Organizational Concepts*. Paper prepared for Teacher Corps Corpsmember Training Institute, 1977.

"Core Values," Henrietta Schwartz.*

"The Differential Values Inventory."*

"Inter-cultural Understanding: Genuine and Spurious," Francis L. K. Hsu. Occasional paper number five, Northwestern University, January, 1974. Revised version appears in the *Journal of Anthropology and Education*, October 20, 1977.

"Summary Chart: The Role Playing Model," from M. Weil and B. Joyce, *Teaching and Learning Social Models of Teaching*. (Omaha, Nebraska: Center for Urban Education, Teacher Corps, 1976), p. 40-41.

"The Planning of Change," excerpt from W. G. Bennis, et. al., "Resistance to Change," in *The Planning of Change*. (New York: Holt, Rinehart, and Winston, 1969).

"Summary of Dan C. Lortie's Remarks on 'The Costs of Change,'" Henrietta Schwartz.*

"Guidelines to be Used in the Management of Educational Change," from "Managing Change," by Everet Lynne Fveinning. USOE Grant Title III to San Mateo Board of Education, San Mateo, California, 1969.

"Six Kinds of Neighborhoods," D. I. Warren and R. B. Warren. *Psychology Today*, June, 1975. An expanded version of this article can be found in handbook form in *The Neighborhood Organizer's Handbook*, The University of Notre Dame Press, Fall, 1973.

"A Community Leader's Handbook." D. I. and R. B. Warren. *Psychology Today*, June, 1975.

"Anthropology and Education," Henrietta Schwartz.*

Project Task Worksheets*

LIST OF MATERIALS DISTRIBUTED AT EDUCATIONAL DECISION MAKERS II – May, 1978

Pre-conference Inventory*

Conference Registration Form*

Conference Agenda*

"Second Conference for Educational Decision Makers in Teacher Corps Temporary Systems."*

List of Resource People*

"The Implications of Multicultural Education for Teacher Education," James A. Banks, Professor of Education, University of Washington, Seattle.

"Summary Steps in the Analysis and Synthesis of Case Studies," Henrietta Schwartz.*

"Temporary Systems," adapted from "The Application of Temporary System Concepts to Effective Planning and Management of Short Term Educational Programs," R. Bernoff, E. Givault, and M. B. Rowe. Paper prepared for the National Science Foundation.

"John Banks: Sixth Grade Teacher." Mark Newton.

"Definitions of Organizational Concepts," J. Tanner, A. Feldvebel, and R. Pankratz. Prepared for Teacher Corps Corpsmember Training Institute, 1977.

"Relevant Community Characteristics," "Model: Role Set Configuration," "Role Set Task Sheet" taken from "Models of Neighborhood Structure," Warren & Warren.

"Evaluation: Very Important in Social Change," "Change-Program Situation," "Change," handouts from presentation given by Jack M. Mitchell and John Davis entitled "Motivations for Innovation, Change, and Stability."

INSTRUMENTS USED IN CONFERENCE SESSIONS

Post Meeting Reaction Sheets*

Post Conference Reaction Sheets*

*Available from Research & Development Center, Roosevelt University, Chicago, Ill. 60605.

APPENDIX D

PROJECT TASK WORKSHEET

During the October Conference, each of the project teams spent a morning working on a plan to institutionalize one component of their project - moving the activity from the temporary system of the Teacher Corps project to the permanent system of the school, the community and or the university. To facilitate the process each team was provided with worksheets which outlined the process to be followed. The following directions were given in an introduction to the task.

1. Determine which component of the Teacher Corps temporary system is to be transferred to the permanent system. Try to select a single item, a classroom management practice, an instructional technique, etc. Briefly describe the component in Column B.
2. After team discussion, select one of the conceptual or analytical models presented at the conference which best suits the change desired and in team deliberations, use the model to describe the current situation and the alterations which must be made. Record the model in Column A.
3. In Column C list the things that are going to have to be changed in the permanent system to accommodate the new component from the Teacher Corps project.
4. In Column D list those forces in the systems back home which will help or hinder the transfer of the program component from the temporary to the permanent system. Consult a facilitator if you have problems.
5. Column E asks that the transferable component be given a title, a label which participants may use to refer to the component. The title should be descriptive, short and unique to the project.
6. Column F asks that the human and material resources required to accomplish the installation of the new program component be shown. The resource list should include those needed now and those which will be needed to support the new program component after the Teacher Corps project has ended.
7. In Column G list the various strategies that will be employed by various role groups in the permanent and temporary system to accomplish the institutionalization of the program component.
8. Column H asks that an estimate of the time required for complete installation of the new program component be shown. Be as accurate as possible.
9. Column I asks that the team specify how the evaluation of the institutionalization will be done. Show what evidence will be collected to demonstrate that the process of installation has been completed and the procedures used to collect the evidence.
10. The last column, Recycling, is optional. In this space indicate how provision has been made for feedback and self-correction of the program component after it has been installed in the permanent system. Examples follow.

PROJECT TASK WORKSHEET

OAKLAND UNIVERSITY – ROCHESTER, MICHIGAN
11TH CYCLE

Model	Analysis of Home Systems			Transferable Component	Human and Material Resources	Strategy	Time	Evaluation	Recycling
(A)	Temporary (B)	Permanent (C)	Forces in Home Systems (D)	(E)	(F)	(G)	(H)	(I)	
Cultural universals Parent involvement	Teacher Corps Project involvement Parents Parent education program		Resistant parents Lack of communication Good response to inservice	Parent group expand membership Link parents and teachers	Experts in Social worker	Inservice classroom observation Media and Board of Education support Change resistance	1 Year	Written evaluation Informal observation	Based on evaluation data Continue to modify, select or propose

WAYNE STATE UNIVERSITY – DETROIT, MICHIGAN
12TH CYCLE

Model	Analysis of Home Systems			Transferable Component	Human and Material Resources	Strategy	Time	Evaluation	Recycling
(A)	Temporary (B)	Permanent (C)	Forces in Home Systems (D)	(E)	(F)	(G)	(H)	(I)	
Faculty development change agents	Component based educational model Teacher Corps personnal Research on change Teacher learning model	Local LEA and community Teacher training	Faculty apathy Some positive faculty Intern inservice State mandated CBE	To become CBE Friendship Club expand	Experts Community for change Special Curriculum	Friendship club Inservice Teacher Corps Staff 1 to 1 involvement	2 Years	Observe test of students Feedback on progress of effectiveness Student failure levels	Feedback data and select new

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Spring, 1978